DOCUMENT RESUME

ED 176 125	CE 022 821
AUTHOR	Robbins, J. Nevin
TITLE	ERIC Resource Management Workshops--Final Report on Workshops for Standing Order Customers.
INSTITUTION	ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Sep 79
CONTRACT	400-76-0122
NOTE	246p.; For a related document see CE 022 822
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Clearinghouses; Information Centers; Information Services; *Information Systems; Information Utilization; Management; *Program Improvement; School Systems; User Satisfaction (Information); *Use Studies; *Workshops
IDENTIFIERS	*ERIC

ABSTRACT

A series of workshops was conducted to enhance the information management capability of organizations maintaining complete files of ERIC (Educational Resources Information Center) materials, such as microfiche collections, indexes, and related materials. Invitations to attend meetings in their respective regions were extended to 677 organizations which have standing orders to receive most ERIC materials. Twenty-six regional workshops were conducted from November, 1978, through July, 1979, by the staffs of all sixteen ERIC Clearinghouses. The ERIC Clearinghouse on Adult, Career, and Vocational Education served as the administrative agent for the implementation of the project. The project resulted in two principal outcomes: (1) the provision of information management service to eighty-two percent of ERIC's Standing Order Customers (SOCs) in the United States and its territories and (2) the acquisition of valuable information on the characteristics and needs of those SOCs. Certain consistencies among the comments and opinions of workshop participants were observed in several areas, including the following: SOC concerns about ERIC tools and materials; the channels of communication between SOCs and ERIC; SOC use of ERIC resources; and needs for expanded ERIC service to SOCs. (Summaries of the findings are described in the text; detailed statistics are presented in the appendices, which comprise a major portion of this document.) (BM)

****

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

****

ED176125

ERIC RESOURCE MANAGEMENT WORKSHOPS

Final Report on Workshops for Standing Order Customers

J. Nevin Robbins

CE 022 821

ERIC Clearinghouse on Adult, Career, and Vocational Education
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210
September, 1979

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FUNDING INFORMATION

Project Title: ERIC Clearinghouse on Adult, Career, and Vocational Education

Special Project Title: Special Administration Project: Workshops on Management of ERIC Resources at Subscriber Libraries (Standing Order Customers)

Contract Number: NIE-C-400-76-0122, Modification #1

Educational Act Under Which the Funds were Administered: Vocational Educational Amendments of 1976, P.L. 94-482

Source of Contract: Department of Health, Education, and Welfare
National Institute of Education
Washington, D.C.

Contractor: The National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio

Project Director: Marla Peterson

Special Project Manager: J. Nevin Robbins

Disclaimer: This publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to freely express their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.

Discrimination Prohibited: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance." The ERIC Clearinghouse Project, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must comply with these laws.

ABSTRACT

A series of workshops was conducted to enhance the information management capability of organizations maintaining complete files of ERIC (Educational Resources Information Center) materials, such as microfiche collections, indexes, and related materials. Invitations to attend meetings in their respective regions were extended to 677 organizations which have standing orders to receive most ERIC materials. Twenty-six regional workshops were conducted from November, 1978 through July, 1979 by the staffs of all 16 ERIC clearinghouses. The ERIC Clearinghouse on Adult, Career, and Vocational Education served as the administrative agent for the implementation of the project.

The project resulted in two principal outcomes: (1) the provision of information management service to 82 percent of ERIC's Standing Order Customers (SOCs) in the United States and its territories and (2) the acquisition of valuable information on the characteristics and needs of those SOCs. Certain consistencies among the comments and opinions of workshop participants were observed in several areas, including the following: SOC concerns about ERIC tools and materials; the channels of communication between SOCs and ERIC; SOC use of ERIC resources; and needs for expanded ERIC service to SOCs. (Summaries of the findings are described in the text; detailed statistics are presented in the appendices which comprise a major portion of this document.)

TABLE OF CONTENTS

Abstract iii

List of Tables x

List of Figures xii

FORWARD xiii

INTRODUCTION 1

PART I: PROJECT ADMINISTRATION 6

A. Background and Initiation of Project 7

B. Administrative Organization 11

C. Workshop Structure 15

D. Workshop Expenses 19

E. Workshop Information Collection and Analysis . . 22

PART II: PROJECT RESULTS AND FINDINGS 27

A. Participation At Workshops 29

B. Provision of ERIC-Related Services 37

C. Availability of ERIC-Related Resources 42

D. Use of ERIC Resources 47

E. Availability of Library Management Data 61

F. Concerns of Workshop Participants 64

G. Evaluation of ERIC Resource Management Workshops 71

PART III: OBSERVATIONS AND INTERPRETATIONS 78

A. ERIC Tools and Materials 79

-continued-

Table of Contents (Continued)

B. Communication Between SOCs and ERIC 82

C. Use of ERIC Resources 85

D. ERIC Service to Standing Order Customers 87

PART IV: APPENDICES 89

Appendix A-1. Booklet of Travel Expense Guidelines . 90

Appendix A-2. Expense Report Form 91

Appendix A-3. Transportation Expense Receipt Sheet . 92

Appendix A-4. Receipt Sheet for Meals 93

Appendix A-5. Blank Taxi Receipt Form 94

Appendix A-6. Acknowledgement Card 95

Appendix A-7. No Claim for Reimbursement Notification Sheet 96

Appendix A-8. Postage Prepaid Return Envelope . . . 97

Appendix B. Workshop Guide 98

Appendix C. Participant Evaluation of Workshop Form. . . 103

Appendix D. ERIC Microfiche Collections 105

Appendix E-1. User Assistance Services Provided by ERIC Standing Order Customers (SOCs) . 116

Appendix E-2. Microfiche (MF) Services Provided by ERIC Standing Order Customers (SOCs) . 117

Appendix E-3. Data Base Search Services Provided by ERIC Standing Order Customers (SOCs) . 118

Appendix E-4. Reproduction Services Provided by ERIC Standing Order Customers (SOCs) . 119

Appendix F-1 Number of Persons Participating per Year in User Training and Orientation Activities Conducted by ERIC Standing Order Customers (SOCs) 120

-continued-

Table of Contents (Continued)

Appendix F-2. Participation per year in User Training and Orientation Activities Conducted by ERIC Standing Order Customers (SOCs) 121

Appendix G. Instructional and Orientation Material about ERIC Developed by Standing Order Customers (SOCs) 123

Appendix H-1. Subscriptions to Resources in Education (RIE) Indexes at ERIC Standing Order Customers (SOCs) Locations 124

Appendix H-2. Subscriptions to Current Index to Journals in Education (CIJE) at ERIC Standing Order Customers (SOCs) Locations 125

Appendix H-3. Copies of Cumulative Indexes at ERIC Standing Order Customer (SOC) Locations 126

Appendix H-4. Copies of the ERIC Thesaurus at ERIC Standing Order Customer (SOC) Locations 127

Appendix I. Microfiche (MF) Readers Available at ERIC Standing Order Customers (SOCs) . 128

Appendix J-1. ERIC Standing Order Customers (SOCs) Searching Non-ERIC Computer Data Bases 129

Appendix J-2. Non-ERIC Data Bases Most Frequently Used by Standing Order Customers (SOCs) When Conducting Computer Searches 130

Appendix K. Location of ERIC Microfiche and Related Components Within ERIC Standing Order Customer (SOC) Facilities 131

Appendix L-1. Number of Persons Using ERIC Microfiche Collection and Printed Tools During Typical Year at ERIC Standing Order Customer (SOC) Locations 132

-continued-

Table of Contents (Continued)

Appendix L-2. Types of Persons Using ERIC Microfiche Collection and Printed Tools During Typical Year at ERIC Standing Order Customer (SOC) Locations 133

Appendix L-3. Users of ERIC Microfiche Collection and Printed Tools During Typical Year at ERIC Standing Order Customer (SOC) Locations 134

Appendix M-1. Estimated Proportions of Clientele Reasons for Using ERIC Materials at ERIC Standing Order Customer (SOC) Locations 139

Appendix M-2. Rank Order of Primary Reasons Given by ERIC Standing Order Customers (SOCs) for Clientele Use of ERIC Materials 140

Appendix N. Computer and Manual Searches of ERIC Data Base by ERIC Standing Order Customers (SOCs) 141

Appendix O-1. Annual Use of ERIC Microfiche Titles at ERIC Standing Order Customer (SOC) Locations 142

Appendix O-2. Annual Circulation of ERIC Microfiche Titles by ERIC Standing Order Customers (SOCs) 143

Appendix O-3. Annual Duplication of ERIC Microfiche (In Microfiche Form) at ERIC Standing Order Customer (SOC) Locations 144

Appendix O-4. Annual Reproduction of Paper Copies from ERIC Microfiche at ERIC Standing Order Customer (SOC) Locations . . 145

Appendix P. Willingness of ERIC Standing Order Customers (SOCs) to Provide Library Management Data to the ERIC system . . 146

Appendiz Q-1. Types of Library Management Data Collected by ERIC Standing Order Customers (SOCs) on Microfiche (MF) Related Services 147

-continued-

Table of Contents (Continued)

Appendix Q-2. Types of Library Management Data Collected by ERIC Standing Order Customers (SOCs) on User Related Services 148

Appendix Q-3. Types of Library Management Data Collected by ERIC Standing Order Customers (SOCs) on Data Base Search Services 149

Appendix R. Types of Library Management Data Collected and Willingness to Share Data by ERIC Standing Customers (SOCs) 150

Appendix S. Requests for Information on ERIC and Recommendations for Changes in ERIC by ERIC Management Workshop Participants 157

Appendix T-1. ERIC Standing Order Customers (SOCs) Needing Additional Staff Training on ERIC 180

Appendix T-2. Additional Training on ERIC Needed by Staff of ERIC Standing Order Customers (SOCs) 181

Appendix T-3. ERIC-Related Staff Training Needs Identified by ERIC Standing Order Customers (SOCs) 182

Appendix T-4. Comments by Workshop Participants on the Needs of Standing Order Customer Staff for Additional Training About ERIC 186

Appendix U-1. Mean Participant Evaluation Ratings of Relevancy of Workshop Agenda Topics 193

Appendix U-2. Mean Participant Evaluation Ratings of Usefulness of Workshop Information 194

Appendix V-1. Comparison of Comments on Strengths and Weaknesses of ERIC Resource Management Workshops 195

-continued-

Table of Contents (Concluded)

Appendix V-2. Workshop Evaluation Comments on Workshop Strengths 198

Appendix V-3. Workshop Evaluation Comments on Workshop Weaknesses 208

Appendix V-4. General Comments From Workshop Evaluation 217

Appendix V-5. Workshop Evaluation Comments Containing Recommendations for Future Workshops 220

LIST OF TABLES

TABLE PAGE

1 Participation of ERIC Standing Order Customers (SOCs) and ERIC Staff in ERIC Resource Management Workshops 30

2 Types of Organizations Represented and Extent of Workshop Participation by ERIC Standing Order Customers (SOCs) 31

3 Participation of ERIC Standing Order Customers (SOCs) in 1978-79 ERIC Resource Management Workshops 34

4 Types of ERIC-Related Services Provided by ERIC Standing Order Customers (SOCs) 37

5 Search Referrals as an ERIC-Related Service by ERIC Standing Order Customers (SOCs) 39

6 Annual Participation in User Training and Orientation Activities by ERIC Standing Order Customer (SOC) Locations 40

7 Orientation Materials on ERIC Developed by ERIC Standing Order Customers (SOCs) 41

8 Resource Materials and Equipment Available at ERIC Standing Order Customer (SOC) Locations 42

9 Non-ERIC Computer Data Bases Used by ERIC Standing Order Customers (SOCs) 45

10 Locations of ERIC Components at ERIC Standing Order Customer (SOC) Facilities 46

11 Indicators of ERIC Usage on an Annual Basis at U.S. ERIC Standing Order Customer (SOC) Locations 49

12 Reported and Extrapolated Number of Users of ERIC Microfiche Collection and Printed Tools During Typical Year at ERIC Standing Order Customer (SOC) Locations 51

13 Reported and Extrapolated Annual Computer Searches of ERIC Data Base by ERIC Standing Order Customers (SOCs) 54

-continued-

List of Tables (concluded)

TABLE		PAGE
14	Reported and Extrapolated Annual Manual Searches of ERIC Data Base by ERIC Standing Order Customers (SOCs)	55
15	Reported and Extrapolated Annual Use of ERIC Microfiche (MF) Titles at ERIC Standing Order Customer (SOC) Locations	56
16	Reported and Extrapolated Annual Circulation of ERIC Microfiche Titles by ERIC Standing Order Customers (SOCs)	57
17	Reported and Extrapolated Annual Duplication of ERIC Microfiche (in Microfiche Form) at ERIC Standing Order Customer (SOC) Locations	58
18	Reported and Extrapolated Annual Reproduction of Paper Copies from ERIC Microfiche at ERIC Standing Order Customer (SOC) Locations	59
19	Collection of Library Management Data by ERIC Standing Order Customers (SOCs)	62
20	Expressed Additional Staff Training Needs by ERIC Standing Order Customers (SOCs)	69
21	Participant Evaluation Ratings of Workshop Agenda	73
22	Participant Recommendations for the Improvement of ERIC Resource Management Workshops	76

LIST OF FIGURES

FIGURE		PAGE
1	Schedule of ERIC Resource Management Workshops	10
2	Participation of ERIC Staff in the Implementation of ERIC Resource Management Workshops	13
3	Agenda Topics for Regional ERIC Workshops	16
4	Outline of Information Sought in Workshop Guide	24
5	Location of ERIC Resource Management Workshops and Workshop Participants	33
6	The Two Largest Groups of ERIC Users Reported at Selected ERIC Standing Order Customer (SOC) Locations	52
7	Frequently Identified Reasons for Using ERIC Materials at ERIC Standing Order Customer(SOC) Locations	53
8	Key Strengths and Weaknesses of ERIC Resource Management Workshops	74

FOREWORD

Since its beginning thirteen years ago, ERIC (Educational Resources Information Center) has developed into one of the largest and most sophisticated information dissemination systems in this country. ERIC provides information and documentation services on educational materials and practices through clearinghouses, central facilities, and collections of microfiche copies of primarily unpublished reports and other printed materials. Over 700 ERIC microfiche collections are maintained in 22 countries to make ERIC materials available to the public.

The management of ERIC resources by each organization maintaining microfiche collections is often a complex task due to the extensiveness and evolving nature of the ERIC resources: microfiche collection, indexes, computerized data base, etc. As a service to these organizations, the National Institute of Education (which sponsors the ERIC system) provided funding for a series of workshops on the management of ERIC resources. Twenty-six regional workshops were conducted from November, 1978, through July, 1979, by the staffs of all 16 ERIC clearinghouses.

The National Center for Research in Vocational Education is pleased that one of its major projects, the ERIC Clearinghouse on Adult, Career, and Vocational Education, served as the administrative agent for the implementation of the ERIC Management Workshops project. The project resulted in the participation of over 80% of the organizations maintaining ERIC microfiche collections in the United States. It is felt that the representatives of those organizations benefited greatly from the workshops. Further, the ERIC system should find the evaluative information provided by those organizations valuable as ERIC seeks to improve its services.

This final report represents a comprehensive review of workshop project activities and the evaluative information obtained from the workshop participants on the use of ERIC. The report facilitates an in-depth examination of the circumstances and needs of organizations maintaining ERIC microfiche collections. This information should prove quite useful as ERIC and the National Institute of Education continue to serve those organizations.

The concerted effort of a significant number of dedicated people was required to conduct the series of workshops. Appreciation is expressed to the staffs of the ERIC clearinghouses and

Central ERIC who contributed valuable time and resources to implementing the workshops. Their efforts made the entire workshop project happen. Special recognition is extended to the special project staff for their dedication in completing the project and this report: J. Nevin Robbins, project manager; Celia G. Wright, clerical specialist; Elizabeth H. Cheney, data analyst; and Cindy King, accounting clerk. Appreciation must also be expressed to three persons for their critical review of this report prior to its final revision and publication: JoAnn B. Brooks of Vocational Education Information Services, Indiana University; Glenn S. Gritzmacher of Milner Library, Illinois State University; and Marilyn S. Shorr of the ERIC Clearinghouse on Higher Education, George Washington University.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

INTRODUCTION

This report summarizes the results of a special project to enhance the information management capability of organizations maintaining complete files of ERIC (Educational Resources Information Center) materials, such as microfiche collections, indexes, and related materials. The project was sponsored by the National Institute of Education (NIE), coordinated by NIE's Central ERIC staff, and administered by the ERIC Clearinghouse on Adult, Career, and Vocational Education.

ERIC is a national information system which obtains and makes available hard-to-find, often unpublished documents in all areas of education. The system uses a nationwide network of sixteen clearinghouses to acquire, select, annotate, and index current printed materials in many educational areas. Additionally, centralized ERIC facilities handle the reproduction and distribution of documents to individuals and libraries throughout the world.

The purpose of the project was to provide a series of regional workshops throughout the United States on management practices for organizations which have standing orders to receive most ERIC materials. Invitations were extended to 677 such "Standing Order Customers" (SOCs) to attend meetings in their respective regions. The response of the SOCs (also known as ERIC subscriber libraries or microfiche collections) was tremendous. Twenty-six workshops were held from November, 1978, through August, 1979, and 82% (545) of the SOCs in the United States and its territories attended. Additionally, eight SOCs from Canada, one SOC from Jamaica, and one SOC from England were able to attend the workshops.

The ERIC workshop project came at a particularly important time because of three factors. First, the increasing amount of information accumulated by ERIC and other information systems resulted in a public need for efficient access to information sources. Second, the ERIC system, which began in 1966, had grown and matured from a stage emphasizing file development to a stage emphasizing the effective use of all ERIC resources. Third, the ERIC system of organizations, processes, and materials was a complex and sometimes difficult entity for SOC libraries or information centers to utilize fully. The workshops sought to enhance the effectiveness of ERIC resources at SOC locations by bringing together SOC managers to focus upon their management situations, responsibilities, and activities and to provide them with information on ERIC.

The workshops served two major purposes: to provide information to ERIC subscribers and to obtain information from subscribers about the use of ERIC resources. Judging from evaluations and other forms of participant feedback, the workshops were valuable learning experiences for those attending the meetings. Participants learned many new aspects of using and managing ERIC resources and developed new professional relationships with each other and ERIC staff. ERIC staff also learned a great deal from the experience. Most participants provided ERIC with considerable information about the nature of their organizations and their uses of ERIC.

Although the aim of the project was twofold, the focus of this report is on the analysis and interpretation of the information gathered during the project. The workshops as learning experiences are dealt with indirectly through examinations of participant opinions and feedback.

This report is organized into four major sections. In Part I, the administration of the special project by the ERIC Clearinghouse on Adult, Career, and Vocational Education is discussed. The clearinghouse had system responsibilities for administering the workshop expenses and for collecting and analyzing the evaluative information obtained from workshop participants.

In Part II, project results and findings are summarized and discussed. Copies of workshop materials were used as sources of descriptive and evaluative information on SOC organizations and practices. Both data and verbal information are summarized in the sections of Part II. The reader should be made aware of two important limitations to the data presented in Part II. The first limitation is that only data from participating SOCs in the United States and its territories is analyzed. Inferences for the remaining 78 foreign SOCs are not presented because too few (10) foreign SOCs participated to serve as a representative sample of all foreign SOCs. It was assumed that the use of ERIC microfiche collections and related materials in foreign countries would be so different from United States use that comparisons and extrapolations would not be appropriate.

The second limitation is that all of the information and opinions summarized in Part II were based solely upon the recollections and ideas of the workshop participants. Since a survey was not used to obtain the information, its accuracy was dependent upon the ability of the workshop participants to know about and recall many characteristics of their respective organizations and clientele. Many participants had made concerted efforts to talk with all of their staff who work with ERIC materials prior to the workshop in order to answer questions about their operation. Other participants did not do that. The resulting information and subsequent interpretations should be treated as reasonable estimates only, not precise facts.

In Part III, observations and general interpretations are presented for consideration by the ERIC system. Both observations and interpretations based upon an analysis of the patterns of participant estimates and comments. The interpretations are intended to provoke thought and discussion within the ERIC system on how it might best serve the needs of the

Standing Order Customers who act as key links between ERIC resources and educational practitioners.

Finally, in Part IV, many appendices are provided to make available extensive details which were summarized in the text of Parts I, II, and III. Two types of materials are included in the appendices. First, complete statistics for all empirical data are presented to support the summary tables in the text. Second, selected participant comments are presented in several contents (e.g., training needs, evaluation comments, general observations) to provide the reader with an honest sense of what the participants were actually saying.

While this report serves as the conclusion of the funded special project, it may also serve as the beginning of the real project ahead of ERIC--the continual upgrading of its service to one major constituency group, the Standing Order Customers.

PART I

PROJECT ADMINISTRATION

The basic purpose of the special project awarded to the ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/CE) was to provide the administrative support for the 1978-1979 series of workshops for managers of ERIC microfiche collections. The major part of the support was financial; ERIC/CE was responsible for coordinating and paying all appropriate workshop related expenses. The remainder of the support was analytical; ERIC/CE was responsible for the collection and synthesis of evaluative data on workshops and workshop participants.

This part of the final report addresses the administration and operation of the special project. In section A, the background for the initiation of the project is discussed. In section B, the persons who participated in the project are identified. The content and schedule of the workshops is discussed in section C. The project's financial processes and outcomes are discussed in section D. Finally, in section E, the methods by which evaluative information was collected and analyzed is discussed.

A. Background and Initiation of Project

The ERIC system has responded over the years to the needs of the organizations or libaries which have standing orders to receive all microfiche copies of documents selected and reproduced by ERIC. ERIC services have included the sponsorship of training and orientation workshops for the staff of those Standing Order Customers (SOCs). In recent years, ERIC workshops sought to introduce SOC staff to the usefulness of ERIC resources. The latest series of workshops emphasized the management of ERIC materials and other related resources.

Initial planning began in 1978 as representatives of Central ERIC at the National Institute of Education (NIE) met with representatives of several ERIC clearinghouses to establish the direction of the then forthcoming series of workshops. Two factors strongly influenced the decisions of the planning committee to address SOC management rather than staff orientation needs. First, many of the persons responsible for ERIC microfiche collections had already participated in general orientations on ERIC. Second, funding for the forthcoming workshops by the NIE Evaluation Division was accompanied by expectations that at least half of the workshop effort would be addressed to evaluation concerns.

The planning committee chose to direct the workshop activities toward the managers of ERIC microfiche collections. Workshop participants would then be capable of representing the full scope of ERIC resources as the workshops addressed management issues and sought evaluative information. In order that both the service provided by the workshops and the information gathered at the workshops be consistent across all workshops, it was further decided that a standard agenda would be implemented. Regional workshops were then held around the country on a rotating basis by the staff of all ERIC clearinghouses.

The first workshop--Alexandria, Virginia, on November 6-7, 1978--served as both a pilot test of the agenda and a working model for the representatives of the 16 clearinghouses who would later coordinate the workshops which followed. During a debriefing at the conclusion of the Alexandria workshops, Central ERIC and clearinghouse staff met to evaluate the workshop agenda and method. Recommendations were made regarding changes in the topics. A later meeting of Central ERIC staff and representatives of the planning committee reviewed the recommendations and established a final agenda (see section C, "Workshop Structure and Schedule") and determined goals for gathering evaluative information (see section E, "Workshop Information Collection and Analysis").

All ERIC clearinghouses were assigned the responsibility of implementing the series of ERIC management workshops. Staff from each clearinghouse were asked to coordinate their activities in the provision of generally equivalent workshop services to the subscriber organizations.

The ERIC clearinghouse on Adult, Career, and Vocational Education (ERIC/CE) was assigned the responsibility of providing administrative and analytical support to all clearinghouses and workshop participants. ERIC/CE was funded to pay the expenses of conducting the workshops, including the costs of travel, meals, lodging, meeting rooms, etc. Additionally, ERIC/CE was asked to collect and analyze evaluative information on organizations participating in the workshops.

Through the efforts of all clearinghouses, invitations were extended to all U.S. libraries or organizations subscribing to the ERIC microfiche collection and related materials. Participation was enthusiastic. The workshops provided opportunities for service by ERIC staff to these Standing Order Customers and for interaction among SOC staff and ERIC staff.

Twenty-six workshops were conducted from November, 1978 through July, 1979--25 in the United States and one in Canada. The first 22 meetings served regional SOCs only; the last three workshops provided previously non-participating SOCs in the East, South, and Midwest with a second chance to attend. An extra Far West meeting was not held because of the transportation difficulties stemming from gasoline shortages at the time. Additionally, one meeting was held in Toronto, Ontario, for Canadian SOCs in that area. Their cost of participation was not reimbursed by ERIC, however. The schedule of all ERIC Management Workshop meetings is presented in Figure 1, below.

Workshop Number	Date	City/State	Facilities
1	November 7,1978	Alexandria,VA	Ramada Inn
2	December 6-7,1978	St. Paul,MN	Capp Tower Motel
3	December 7-8, 1978	Ann Arbor,MI	University of Michigan
4	February 12-13,1979	Jacksonville,FL	Skycenter Inn
5	February 15-16,1979	St. Louis,MO	Chase Park Hotel
6	February 16, 1979	Columbus,OH	ERIC/SMEAC
7	February 23, 1979	Indianapolis,IN	Indiana State Library
8	March 12,1979	Boulder, CO	ERIC/CHESS
9	March 14,1979	New York, NY	Columbia University
10	March 29-30,1979	New Orleans,LA	Howard Johnson
11	April 2-3,1979	Philadelphia,PA	Holiday Inn Airport
12	April 4-5,1979	Raleigh,NC	Velvet Cloak Inn
13	April 5-6,1979	Oklahoma City,OK	Sheraton Airport
14	April 19-20,1979	Portland, OR	Mallory Hotel
15	April 24, 1979	San Francisco,CA	Royal Inn
16	May 4,1979	Charleston,WV	Appalachia Educational Laboratory
17	May 7,1979	Boston,MA	Boston University
18	May 8,1979	Phoenix,AR	State Department of Education
19	May 15-16,1979	Syracuse, NY	Syracuse University
20	May 14,1979	San Antonio,TX	El Tropicana Hotel
21	May 16,1979	Dallas, TX	Holiday Inn South
22	May 21-22,1979	Los Angeles,CA	Holiday Inn
23	May 30-31,1979	Toronto, CAN	Ontario Institute for Studies in Education
24	July 18-19,1979	Champaign, IL	Ramada Inn
25	July 26-27,1979	New York,NY	Holiday Inn-LaGuardia
26	July 26-27,1979	Atlanta,Ga	Peachtree Plaza

Figure 1. ERIC resource management workshops.

B. Administrative Organization

The overall ERIC project to provide workshops for the management staff of ERIC Standing Order Customers required extensive involvement on the part of all ERIC clearinghouses. The organization which implemented the workshops was essentially a confederation of cooperating clearinghouses, each having particular responsibilities and following the guidelines established by Central ERIC. All clearinghouses were responsible for the planning and implementation of their respective workshops. The ERIC Clearinghouse on Adult, Career, and Vocational Education had, as this special project, the additional responsibility of providing administrative and information analysis support to the cooperating clearinghouses.

The five major tasks of the special project were to: (a) pay the travel expenses of all designated workshop participants and ERIC staff, (b) pay the conference expenses for facilities and equipment, (c) develop and provide the forms for the collection of information on workshop participants and on their evaluation of the workshops, (d) analyze the findings of workshop activities, and (e) prepare reports on project activities and results.

To accomplish those tasks, a small group of part-time staff was formed at ERIC/CE. The project manager was Dr. Nevin Robbins, who also serves as the clearinghouse's assistant director for adult education. The clerical specialist for the project was Ms. Celia Wright, who handled primarily the preparation and processing of travel and workshop materials. Ms. Cindy King served as the accounting clerk for processing travel and workshop expenses. Additionally, Ms. Elizabeth Cheney served as data analyst in the latter phase of the project. The project also employed several persons on a temporary basis to assist with the preparation of reports.

While the ERIC/CE staff provided many support services as per the special project contract, many staff members at all ERIC clearinghouses contributed considerable amounts of time and energy to the project at no cost to the contract. All these ERIC staff comprised the actual special project organization, even though most worked in clearinghouses different from the contract-holding clearinghouse (ERIC/CE). Their efforts should be recognized here. This list below (Figure 2) identifies all ERIC staff who were involved in the planning, coordination, and presentation of the 26 management workshops.

ERIC Organization	ERIC Staff	Workshop Participation
ERIC/CE	Lee Blauvelt	Champaign, New York-LaGuardia
	Marla Peterson	Alexandria
	Nevin Robbins	Alexandria
	Linda Wenkert	St. Paul, St. Louis, New Orleans
ERIC/CG	Carol Jaslow	Ann Arbor, Toronto
	Helen Mamarchev	Ann Arbor, Toronto
	Candy Paris	Ann Arbor
	Beverly Pritchett	Ann Arbor
ERIC/CS	Tom Jolly	Champaign
	Bob Lange	St. Paul, St. Louis, New Orleans
	Jane McClellan	St. Louis, Champaign
	Mary K. Monteith	St. Paul, Champaign
	Holly O'Donnell	St. Paul, New Orleans, Champaign
ERIC/EA	Ian Templeton	Portland
	Clarice Watson	Portland
ERIC/EC	Joyce Aegerter	Alexandria
	Sharon Hudack	Raleigh
	Lynn Smarte	Alexandria, Raleigh, New York-LaGuardia
ERIC/FL	Kathleen McLane	Alexandria, Raleigh
	Alice Omaggio	Alexandria
	Marianne Park	Raleigh
ERIC/HE	Margot Eddy	Jacksonville, Philadelphia
	Lynn Haupt	Atlanta
	Marilyn Shorr	Alexandria, Jacksonville, Philadelphia, Atlanta
ERIC/IR	Pauline Atherton	Alexandria
	W. Bruce Clark	Syracuse
	Don Ely	Alexandria, Syracuse
	Marilyn Laubacher	New York-Columbia, Boston, Syracuse, New York-LaGuardia
	Barbara Minor	Syracuse
	B.J. Vaughn	New York-Columbia, Boston, Syracuse

Figure 2. Participation of ERIC staff in the implementation of ERIC resource management workshops. (continued on following page)

Figure 2 (concluded)

ERIC Organization	ERIC Staff	Workshop Participation
ERIC/JC	Barbara Booth	Los Angeles
	Roseann Cacciola	Los Angeles
	Anita Colby	Los Angeles
	Diane Pezzulo	San Francisco, Phoenix
	Bonnie Sanchez	San Francisco, Phoenix, Los Angeles
ERIC/PS	Linda Baskin	St.Paul,St.Louis, Champaign
	Norma Howard	St.Louis, New Orleans,Champaign
	Diane Rothenberg	Champaign
	Mima Spencer	Alexandria, St. Louis
	Charlotte Watkins	St. Paul, Champaign
ERIC/RC	Carroll Hall	Oklahoma City, San Antonio, Dallas
	Amelita Hill	Oklahoma City, San Antonio, Dallas
ERIC/SE	Stanley Helgeson	Columbus, Indianapolis, Charleston
	James Kozlow	Columbus
	Beverly Malcolm	Columbus
ERIC/SO	Diana Beer	Boulder
	Jim Davis	Boulder, Oklahoma City, San Francisco
	Sydney Meredith	Boulder
	June Ramos	Alexandria, Boulder, Oklahoma City, San Francisco, San Antonio, Dallas
	Alice Vigliani	Boulder
ERIC/SP	Mike Butler	Jacksonville, Philadelphia, Atlanta
	John Waters	Alexandria, Jacksonville, Philadelphia
ERIC/TM	Gail Dietz Conley	New York-Columbia, Boston
	Marilyn Halpern	Boston
	Barbara Hunt	Boston, Syracuse, New York-LaGuardia, New York-Columbia
ERIC/UD	Georganne Chapin	New York-Columbia, Boston, Syracuse
	Jerome Wright	New York-Columbia
CERIC	Bob Chesley	Alexandria
	Frank Smardak	Alexandria

C. Workshop Structure

Given the decision to emphasize the management of ERIC microfiche collections and related resources, two major goals were established for the series of workshops. The workshops were (1) to provide a medium for service to ERIC Standing Order Customers and (2) to provide a medium for interaction between the ERIC system and many of the Standing Order Customers which make ERIC materials available to the public. As a medium for service, the workshops generally followed a standard agenda which provided participants with information about ERIC resources, technology, and developments. Workshops also provided participants with learning opportunities on improving the usefulness of their ERIC materials through new management techniques. As a medium for interaction, the workshops brought SOC representatives in direct contact with clearinghouse representatives with responsibilities for future service to the SOCs. Further, the workshops facilitated the sharing of considerable information by SOCs about their use of ERIC materials. This information not only served to focus workshop activities on the practical situation of the SOCs but also to identify SOC-related problems or needs which ERIC should address in the future.

The series of workshops was structured to use brief meetings with a common agenda to serve SOC staff on a regional basis throughout the nine month schedule. Clearinghouse staff were expected to cover the same basic topics in each workshop, but were free to present the subjects any way they wished.

Serving the management needs of Standing Order Customers required the participation of management-level SOC staff. Invitation letters sent to SOC contact persons sought representatives who would be capable of discussing the organization and coordination of all ERIC-related resources throughout each SOC's facility.

The final agenda was established for the workshop series after the first meeting in Alexandria, Virginia, and consisted of the six topics listed in Figure 3. The first topic, "ERIC Update," was a review of current activities throughout the ERIC system. The remaining five topics addressed the provision and management of ERIC resources at subscriber libraries.

1. ERIC Update
2. Overview of ERIC Components and Management of Printed Tools
3. Management of Microfiche Collection
4. Management of Computer and Manual Searching
5. Training and Orientation of Users
6. Library Management Reporting

Figure 3. Agenda topics for regional ERIC workshops.

Each meeting was scheduled to last approximately one day in length. Some meetings were held from noon one day until noon the next; other meetings were held from morning through afternoon. The particular type of meeting was determined by workshop location and traveler accessibility.

Several activities were common to most workshops. Whenever possible, group meals (but not banquets) were arranged for lunch or dinner. Such meals afforded opportunities for participants to talk with each other in an informal atmosphere. The group meals were paid by direct contract with caterers to reduce each participants' out-of-pocket expenses before reimbursement. During each workshop the participants were asked to characterize their coordination of ERIC resources in order that their management circumstances and problems could be discussed and compared. A "Workshop Guide" provided a consistent format for the description of each management situation. The Workshop Guide posed several descriptive questions under each topic of the agenda. As the SOC representatives described their organizations on the Guide, they then shared a common focus for discussion. Participants were also asked to evaluate the relevancy and usefulness of the workshops. Information obtained from the Guides and the evaluation forms served as the basis for the findings described in Part II of this report.

The actual methods for conducting the workshops were not standardized but left to the discretion of the coordinators of each meeting. Some coordinators emphasized the presentation of information while others emphasized group processes such as paired interviews. Regardless of how the meetings were conducted, all workshops served several common functions. First, all workshops served as a forum for both ERIC staff and SOC representatives to express their ideas and concerns. Second, all workshops provided a means for stimulating interaction among the participants and between participants and ERIC staff. Finally, all workshops helped bring SOC and ERIC needs into the open. In one sense, the workshops served as a means of training and orientation. In a much broader sense, however, the workshops served as a communication media between ERIC and its constituency.

D. Workshop Expenses

The contract for the administration of the series of workshops specified that ERIC/CE would pay all expenses related to the performance of the workshops. These expenses included the travel expenses of workshop staff and participants. Each Standing Order Customer had an opportunity to send one representative at ERIC expense to a workshop. Visitors were welcome but had to pay their own expenses. The contract also paid for normal conference expenses, such as meeting rooms, audio-visual equipment rental, etc.

Transportation expenses were minimized through the provision of regional workshops. Each SOC was invited to attend the nearest workshop. The selection of reasonably priced facilities for the meeting and accommodations also helped minimize expenses.

Two approaches were taken for the payment of project expenses. First, a reimbursement procedure was used for all travel-related expenses for both SOC representatives and ERIC staff. Second, a contractual procedure was used often for many conference services, such as rentals. In order to reduce each participant's out-of-pocket expenses prior to reimbursement, contracts were also issued whenever possible to allow direct payment from ERIC/CE, often for group meals and hotel accommodations.

All travel expense reimbursements were made within the policies and guidelines of The Ohio State University, the official fiscal agent for the project. Each participant was provided with a "Traveler's Packet" of reimbursement information and forms. The packet included the following materials:

Booklet of travel expense guidelines
Expense report forms
Sheets for attaching transportation, meals and lodging expenses
Blank taxi fare receipts
Acknowledgement card for ERIC/CE to notify traveler of receipt of materials
Sheet for participants to notify ERIC/CE that no reimbursement would be claimed
Return envelope

Different types of traveler's packets were provdiede for different workshop situations, such as one day meetings with no overnight expenses or overnight meetings with lodging paid contractually by ERIC/CE. An example packet is attached in Appendix A of this report.

The strategy to sponsor a large number of workshops distributed across all regions of the country proved to be quite successful, both in terms of participation and economics. Participation was high and the average cost of travel was much lower than expected. The average cost of travel (transportation, meals, and lodging) for all participating U.S. Standing Order Customers was $101.00. Since travel expenses were a major proportion of total workshop expenses, the regional workshop approach effected considerable savings. Those savings, in fact, made the last three "second chance" workshops (Champaign, New York-LaGuardia, and Atlanta) possible.

An accounting of other workshop project expenses is not yet available since some invoices have not yet been received and processed from various vendors. Those other expenses include, for example, ERIC staff travel expenses, equipment rentals, shipping costs, conference room rentals, administrative support materials and staff, and indirect costs. A final accounting of all expenses will be included with the annual financial report for the ERIC/CE contract.

E. Workshop Information Collection and Analysis

In response to the needs of ERIC and the National Institute of Education for evaluative information on workshops and workshop participants, considerable information and feedback was obtained from the Standing Order Customer representatives. The information proved to be useful in planning successive workshops and for providing insight into SOC situations and needs.

Three types of information were recorded for analysis and reporting: (1) descriptive information about SOCs, (2) subject information about SOC needs and concerns, and (3) evaluations of the workshops.

The descriptive information allowed ERIC to develop profiles of the several types of ERIC Standing Order Customers that maintain microfiche collections. Profiles included information on the services offered, the availability and usage of ERIC and ERIC-related resources, and the extent of ERIC-related activities such as library user orientation.

The subjective information allowed ERIC to characterize the opinions and needs of Standing Order Customers in relation to ERIC resources and services. Such characterizations included common difficulties, needs for staff training, major concerns, and suggestions for the improvement of ERIC.

The workshop evaluations allowed workshop coordinators to refine their plans for forthcoming workshops and now allows ERIC to gauge the effectiveness of the workshops. Evaluations measured the relevance and usefulness of workshop presentations and obtained participant opinions about the strengths and weaknesses of each workshop.

Evaluative information was collected essentially by two means. First, a form entitled, "Workshop Guide," was based on the agenda topics and used to characterize the SOCs in attendance. Second, an anonymous "Participant Evaluation of Workshop" form was used to solicit SOC reactions to the workshop activities.

The Workshop Guides were developed to serve as workshop aids and a means of promoting the comparability of information about diverse types of Standing Order Customers. The content of the Workshop Guide was determined by Central ERIC staff and members of the workshop planning committee immediately after the first (model) workshop was held. A number of multiple choice and open-ended opportunities were provided for workshop participants to describe their organizations in terms of ERIC-related materials and activities. Workshop Guide questions were associated with each agenda topic in order that the guides could help focus group discussion upon management processes and problems. Participants generally completed sections of the Workshop Guide as the particular topics were discussed. An outline of Workshop

Guide questions is shown in Figure 4. A copy of the Workshop Guide may be found in Appendix B.

---

1. General Information

Name and address of SOC representative
Type of organization represented
Types of ERIC-related services provided by SOC
Critical questions for workshop leaders
Suggestions for improving ERIC

2. Agenda Topic: Review of ERIC Components and Management of Printed Tools

Types of printed tools available to users
Location of ERIC components

3. Agenda Topic: Management of Microfiche Collection

Types and number of microfiche readers
Use, circulation, and reproduction of microfiche

4. Agenda Topic: Management of Computer and Manual Searching

Type and number of searches conducted
Frequently used data bases

5. Agenda Topic: Training and Orientation of Users

Types of ERIC users
Reasons for using ERIC
Training persons to use ERIC
Instructional or orientation materials developed locally
Need for further training of library staff

6. Agenda Topic: Library Management Reporting

Types of data normally collected
Willingness to share management data
Contact person for data

Figure 4. Outline of information sought in Workshop Guide.

The Participant Evaluation of Workshop form was developed to provide workshop planners and ERIC with participant opinions about the quality of workshop activities. Workshop participants were asked to complete the two page form anonymously at the conclusion of each workshop. They were first asked to circle rating scores of 1 to 5 on two measures: (a) "Relevancy of Topic to ERIC Management in My Operation" (possible responses could range from "Not relevant at All" to "Extremely Relevant") and (b) "Usefulness of Information Brought Out in Discussion: (possible responses could range from "Not Useful" to "Very Useful"). Workshop participants were also asked to write their overall evaluation of the workshop, indicating its strengths weaknesses, and recommendations for improvement. A copy of the Participant Evaluation of Workshop form is presented in Appendix C.

All the information collected by workshop staff on Workshop Guides and evaluation forms was compiled by the ERIC/CE special project staff to form the remainder of this report. Empirical data was coded and tabulated by computer using the Statistical Package for the Social Sciences (SPSS) program. The SPSS sub-programs CROSSTABS, FREQUENCIES, and BREAKDOWN were found to be expecially helpful. Verbal information in the form of open ended comments was first sorted by project staff into patterns according to their common points and then categorized according their themes. Many comments are quoted verbatim in the remainder of the report to communicate accurately the language of participant observations and suggestions.

The analysis of all information was subject to several limitations which should be considered prior to any interpretation of the findings. First, all empirical data was based solely upon the recollections of individual SOC representatives. A survey was not used and participant recall or awareness of certain activities or materials may have been minimal. In any case, participants were asked to provide reasonable estimates whenever possible. The data presented in this report should be accepted in that light. Second, not all representatives completed all questions or even a Workshop Guide. Items for which data was missing were not used in the tabulations. Third, some questions may have been misinterpreted as addressing library-wide services rather than ERIC-related services. Such questions are identified in the section which follows.

On the whole, this report presents considerable information which generally characterized the manner in which ERIC Standing Order Customers maintained and used ERIC resources. The information provides ERIC with an opportunity for a broad scale evaluation of how one major group of organizations use and react to its services.

PART II

PROJECT RESULTS AND FINDINGS

The 1978-79 ERIC Resource Management Workshop series resulted in two principal outcomes: the provision of service to 82% of ERIC's Standing Order Customers in the United States and its territories and the acquisition of valuable information on the characteristics and needs of those SOCs. Because of the information gathered, future ERIC service to the SOCs may be developed more knowledgeably.

This part of the report describes the results and findings of the special project. The ERIC Clearinghouse on Adult, Career, and Vocational Education had the responsibility of analyzing all descriptive and evaluative information obtained through the series of workshops. The findings of this project are based upon information provided by almost all (91%) of the participants at U.S. workshops. Only summaries of the findings are described in the text; detailed statistics are presented in the appendices. Verbal information (e.g., comments, needs, and recommendations) from workshop participants is also summarized in text. Many representative quotations which clearly express the SOC viewpoint are presented in the appendices.

Seven sections comprise this part of the report. In section A, the extent of participation by SOCs and ERIC staff is discussed. In section B, the ERIC-related services provided by SOCs for their clientele are identified. The availability of ERIC-related resources such as indexes and microfiche readers is described in section C. The extent to which ERIC resources are used is characterized in section D. In section E, the availability of existing library management data is discussed. Many of the concerns and needs of SOCs are then outlined in section F. Finally, an analysis of the participant evaluations of workshops is presented in section G.

A. Participation At Workshops

The 1978-79 series of ERIC Resource Management Workshops received an enthusiastic response from the ERIC Standing Order Customers who maintained ERIC microfiche collections. Over a nine month period, 82% (555) of the 677 invited SOCs participated in the workshops. Virtually all of the participating SOCs (545) maintained microfiche collections in the United States and its territories. Of the foreign SOCs, eight Canadian SOCs were represented at a workshop held at Toronto and two other SOCs (one from England and one from Jamaica) attended U.S. workshops during their previously arranged tours of the country.

Table 1 details the numbers of SOC representatives and ERIC staff participating in the 26 workshops. The table indicates for each workshop the number of SOCs invited and the number actually participating, as well as the number of ERIC staff involved in the meetings. It should be noted that the four Puerto Rican SOCs were served when the ERIC Clearinghouse on Higher Education conducted another special project in Puerto Rico under NIE sponsorship.

An analysis of U.S. SOCs was conducted to determine the types of organizations which maintain microfiche collections. Table 2 presents a breakdown of the 667 U.S. SOCs (including U.S. territories) by type of organization. The table also presents

TABLE 1

PARTICIPATION OF ERIC STANDING ORDER CUSTOMERS (SOCs) AND ERIC STAFF IN ERIC RESOURCE MANAGEMENT WORKSHOPS

	No. SOCs		% SOCs	No. ERIC Staff
Workshops	Invited	Participating	Particip.	Participating**
1. Alexandria	36	22	61	25
2. St. Paul	30	21	70	6
3. Ann Arbor	17	8	47	2
4. Jacksonville	42	34	81	4
5. St. Louis	44	32	73	6
6. Columbus	21	12	57	3
7. Indianapolis	9	7	78	1
8. Boulder	20	15	75	2
9. New York City-Columbia	44	30	68	6
10. New Orleans	48	30	63	2
11. Philadelphia	31	27	87	4
12. Raleigh	37	27	73	4
13. Oklahoma City	32	24	71	4
14. Portland	34	28	88	2
15. San Francisco	19	17	89	4
16. Charleston	9	6	67	1
17. Boston	53	34	64	7
18. Phoenix	6	5	83	2
19. Syracuse	25	21	84	7
20. San Antonio	27	24	89	3
21. Dallas	27	25	93	3
22. Los Angeles	28	16	57	4
23. Toronto	8	8	100	2
24. Champaign	46	30	65	19
25. New York City-LaGuardia	59	26	44	4
26. Atlanta	49	22	45	3
(Puerto Rico)	4	4	100	3
	677*	555	82	59**

---

*Duplications because of second invitations to follow-up workshops have been eliminated.

**Duplications because of multiple workshop participation have been eliminated.

the number of U.S. SOCs that participated in the workshops and completed the Workshop Guides that served as the source of information for the bulk of this report. As might be expected the majority of U.S. SOCs were colleges and universities--509 SOCs (76%). The three other types of U.S. SOCs which comprised most of the remaining organizations include 43 school systems (7%), 38 information centers (6%), and 37 state agencies (6%).

TABLE 2

TYPES OF ORGANIZATIONS REPRESENTED AND EXTENT OF WORKSHOP PARTICIPATION BY ERIC STANDING ORDER CUSTOMERS (SOCs)

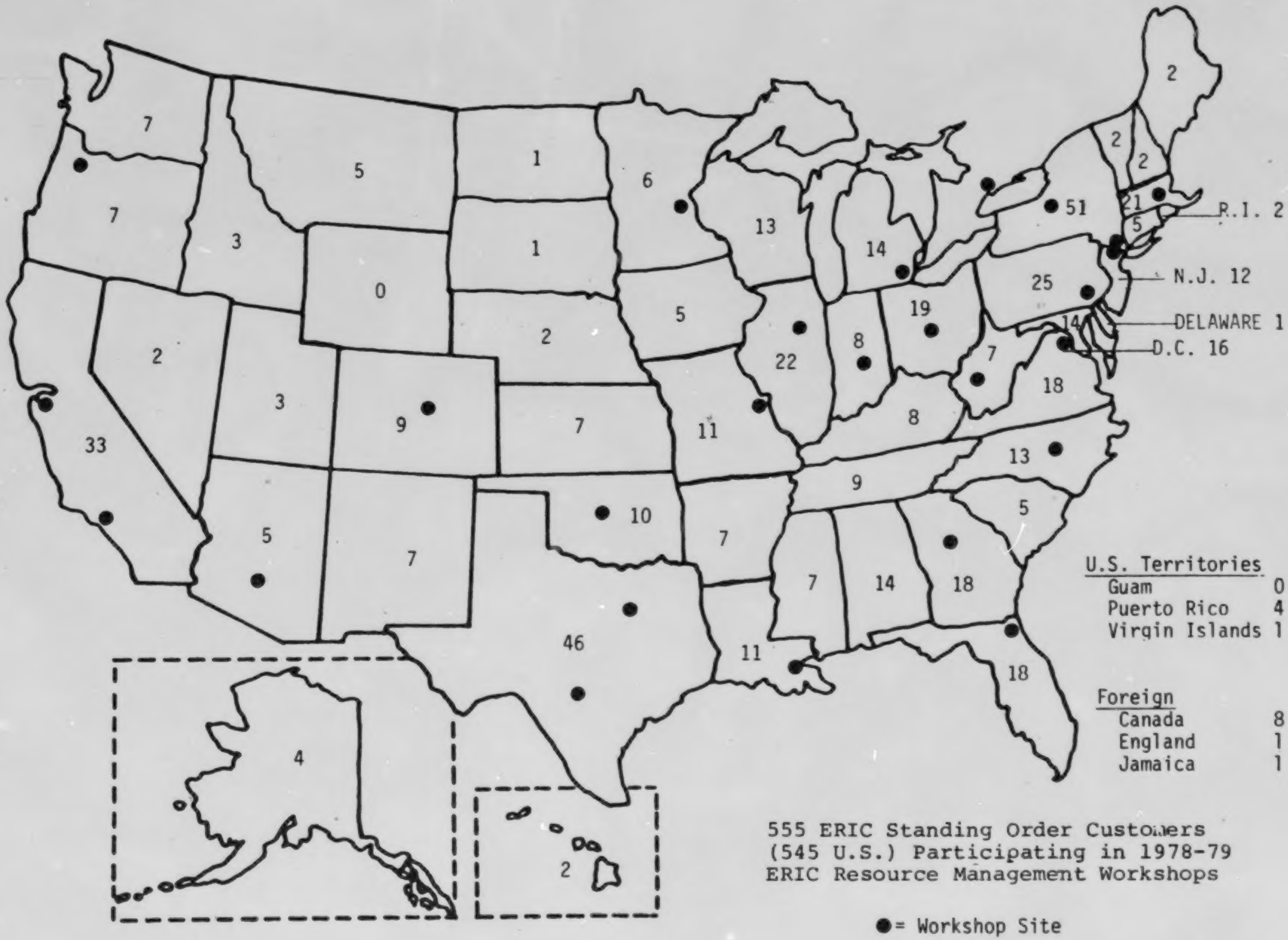
Type of SOC	Total U.S. SOCs	No. U.S. Socs Participating In Workshops	No. U.S. Socs Completing Workshop Guides
College or University	509	429 (84%)	406
School System	47	25 (53%)	22
Information Center	38	34 (89%)	17
State Agency	37	28 (76%)	26
Public Library	10	7 (70%)	6
R & D Center	9	7 (78%)	4
Federal Agency	8	7 (88%)	6
Other	9	8 (89%)	8
All Organiz.	667	548 (82%)	499

47

A high percentage of all types of SOCs attended the workshops except for school systems (only 58% participated). Almost all the participating SOCs (91%) completed Workshop Guides and provided valuable information on their use of ERIC resources. The responding SOCs represented 74% of all SOCs in the United States.

The number of participating SOCs in each state is indicated on a U.S. map in Figure 5. The map also indicates the location of the 26 workshops that were conducted in the 1978-79 period. The numbers of both participating and non-participating SOCs in each state and country are presented in Table 3 below. Once again, data for the U.S. territories of Guam, Puerto Rico, and Virgin Islands are included with data for all states and the District of Columbia. Data for territories and states will continue to be combined throughout the remainder of this report. (No data for foreign SOCs will be presented, however.)

A full listing of all ERIC microfiche collections (i.e. Standing Order Customers) is provided in Appendix D. This list identifies all SOCs in the 1978 Directory of ERIC Microfiche Collections plus the new Standing Order Customers subscribing to ERIC resources since the directory was prepared. Several characteristics of the list should be noted. An organizational identification number assigned to every SOC for the workshop series is shown beside each organizational name. The first two digits of the identification number represent the state or country, and the second two digits represent the number of the organization



7
7
5
1
6
13
14
2
2
2
51
21
5
R.I. 2
3
0
1
5
19
25
N.J. 12
14
DELAWARE 1
D.C. 16
2
2
22
8
7
3
9
7
11
8
18
33
13
9
10
5
5
7
7
7
14
18
46
11
18
4
2

U.S. Territories	
Guam	0
Puerto Rico	4
Virgin Islands	1

Foreign	
Canada	8
England	1
Jamaica	1

555 ERIC Standing Order Customers (545 U.S.) Participating in 1978-79 ERIC Resource Management Workshops

● = Workshop Site

Figure 5. Location of ERIC resource management workshops and workshop participants

TABLE 3

PARTICIPATION OF ERIC STANDING ORDER CUSTOMERS (SOCs) IN 1978-79 ERIC RESOURCE MANAGEMENT WORKSHOPS

Location	Number of Participating SOCs	Number of Non-Participating SOCs	Total Number SOCs
UNITED STATES			
Alabama	14	1	15
Alaska	4	1	5
Arizona	5	2	7
Arkansas	7	2	9
California	33	11	44
Colorado	9	2	11
Connecticut	5	1	6
Delaware	1	0	1
District of Columbia	16	1	17
Flordia	18	4	22
Georgia	18	2	20
Hawaii	2	0	2
Idaho	3	0	3
Illinois	22	2	24
Indiana	8	1	9
Iowa	5	1	6
Kansas	7	1	8
Kentucky	8	1	9
Louisiana	11	1	12
Maine	2	0	2
Maryland	14	1	15
Massachusetts	21	8	29
Michigan	14	4	18
Minnesota	6	2	8
Mississippi	7	2	9
Missouri	11	3	14
Montana	5	0	5
Nebraska	2	3	5
Nevada	2	0	2

-continued-

Table 3 (Concluded)

Location	Number of Participating SOCs	Number of Non-Participating SOCs	Total Number SOCs
UNITED STATES (continued)			
New Hamphire	2	3	5
New Jersey	12	5	17
New Mexico	7	0	7
New York	51	9	60
North Carolina	13	3	16
North Dakota	1	0	1
Ohio	19	3	22
Oklahoma	10	0	10
Oregon	7	1	8
Pennsylvania	25	3	28
Rhode Island	2	1	3
South Carolina	5	3	8
South Dakota	1	1	2
Tennessee	9	2	11
Texas	46	10	56
Utah	3	2	5
Vermont	2	0	2
Virginia	18	3	21
Washington	7	6	13
West Virginia	7	3	10
Wisconsin	13	3	16
Wyoming	0	2	2
(U.S. Territories)			
Guam	0	1	1
Puerto Rico	4	0	4
Virgin Islands	1	1	2
U.S. TOTAL	545	122	667
FOREIGN COUNTRIES			
Canada	8	-	-
England	1	-	-
Jamaica	1	-	-
TOTAL PARTICIPANTS	555		

listed under that state or country name. The listing of new SOCs follows the last original directory listing. Asterisks beside identification numbers indicate participation in the 1978-79 ERIC Resource Management Workshops.

B. Provision of ERIC-Related Services

ERIC Standing Order Customers generally provide quite a range of services related to their use of ERIC resources. The most frequent services include reference assistance, orientations to ERIC, manual searches, and the reproduction of paper copies from microfiche. The services provided by the SOCs and the overall number and percentage of SOCs providing them are summarized in Table 4 below. Detailed statistics for each type of SOC organization are presented in Appendices E-1, E-2, E-3, and E-4.

TABLE 4

TYPES OF ERIC-RELATED SERVICES PROVIDED
BY ERIC STANDING ORDER CUSTOMERS (SOCs)

Type of Service	No. SOCs Providing Service	Percent of 495 Responding SOCs
User Assistance Services		
Reference Assistance	484	98
Orientation to ERIC	448	91
Microfiche Services		
Circulation of Microfiche	290	59
Circulation of Microfiche Readers	77	16

-continued-

Table 4 (concluded)

Type of Service	No. SOCs Providing Service	Percent of 495 Responding SOCs
Data Base Search Services		
Manual Searching	402	81
Computer Searching	302	61
Search Referral	183	37
Reproduction Services		
Duplication of Microfiche	213	43
Paper Copies from Microfiche	473	96
Paper Copy Machines	114	23
Order Copies from EDRS	157	32

Exceptions to the general patterns shown in Table 4 are highlighted below:

User assistance services (see Appendix E-1). Almost all SOCs (91%) provided orientations to ERIC. Only two of the six federal agencies, however, did so.

Data base search services (see Appendix E-3). A majority (61%) of the SOCs did conduct computer searches and approximately one-third (37%) provided search referrals. The referrals were usually directed toward six types of organizations. Those organizations and the number of SOCs that indicated them are shown below in Table 5.

TABLE 5

SEARCH REFERRALS AS AN ERIC-RELATED SERVICE BY ERIC STANDING ORDER CUSTOMERS (SOCs)

Organizations to Whom Clients Are Referred	SOCs Providing Referral Service	
Universities	67	(39%)
Information Centers	39	(23%)
In-house Departments	35	(20%)
State Libraries	12	(7%)
ERIC Clearinghouses	10	(6%)
State Departments of Education	9	(5%)
	172	(100%)

Reproduction services (see Appendix E-4). Less than half (43%) of the SOCs duplicated microfiche. However 73% of the state agencies and 71% of the information centers did so. Approximately one-third (32%) of the SOCs placed orders with the ERIC Document Reproduction Service (EDRS). Many school systems (59%) and three of the four research and development centers did so, though.

Estimates were obtained of the number of persons per year who typically participate in user training and orientation activities. The 391 SOCs who provided estimates also provided orientation services to approximately 390,000 persons in a typical year. Because of possible ambiguity in the Workshop Guide question, those 390,000 persons were not necessarily ERIC users. They may have been general library users oriented to general library services. A summary of the number of users trained in several settings is presented in Table 6 below. A detailed examination of this participation is found in Appendices F-1 and F-2.

TABLE 6

ANNUAL PARTICIPATION IN USER TRAINING AND ORIENTATION ACTIVITIES AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

Type of Training or Orientation	Participants at Colleges or Universities	Participants at All SOCs
Individual assistance on request	145,186	153,494
General orientations to library services	103,005	107,678
Information science class presentations	79,185	80,825
Other class presentations	29,463	30,330
Other orientation	10,371	17,181
	367,210	389,508

As Table 6 indicates, virtually all (94%) of the persons receiving user orientation were trained in college or university libraries. The reader should not make generalizations for other types of SOCs, but rather should refer to Appendices F-1 and F-2 for specific information.

It was learned that a majority (61%) of the SOCs who completed Workshop Guides had developed at least one type of instructional or orientation material. Table 7 indicates the

57

number of SOCs that produced the four major types of materials. A detailed breakdown of information on types of SOCs and types of materials is provided in Appendix G.

TABLE 7

ORIENTATION MATERIALS ON ERIC DEVELOPED BY ERIC STANDING ORDER CUSTOMERS (SOCs)

Type of Materials	No. SOCs Producing Materials	Percent of 301 Responding SOCs
Printed handouts	235	78
Audio/Visual materials	103	34
Self-instructional units	75	25
Other materials	55	18

C. Availability of ERIC-Related Resources

In addition to microfiche collections, ERIC Standing Order Customers generally provide their users with basic resources--monthly indexes, thesauri, and microfiche readers. Some resources such as computer search services are available at only half or fewer of the SOCs. Table 8 summarizes information provided by workshop participants about the ERIC-related resources they had on hand. Appendices H-1, H-2, H-3, H-4, I, J-1, and J-2 provide in-depth descriptions of the resources available.

TABLE 8

RESOURCE MATERIALS AND EQUIPMENT AVAILABLE AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

Type of Resources	No. SOCs Responding	No. of Resources Mean	Mode	Range
Printed Tools	452			
Subscriptions to Resources in Education-monthly		1.4	1	0-34
Subscriptions to Resources in Education-semiannual		1.2	1	0-30
Subscriptions to Current Index Journals in Education-monthly		1.0	1	0-10
Subscriptions to Current Index to Journals in Education-semiannual		1.0	1	0-10
Copies of Cumulative Title Index		0.4	0	0-10
Copies of Institutional Source Index		0.3	0	0-37
Copies of ERIC Thesaurus		2.6	1	0-30

-continued-

Table 8 (concluded)

Type of Resource	No. SOCs Responding	No. of Resources Mean	Mode	Range
Microfiche Readers	465			
Reader/Printer		1.8	1	0-30
Reader only, stationary		5.5	0	0-135
Reader only, portable		3.0	0	0-100
All types of readers		10.3	9	1-180

A few exceptions to the averages of all SOCs may be found by examining the different types of SOCs separately. Those few exceptions are highlighted briefly below.

Indexes (see Appendices H-1 and H-3). Information centers maintained an above-average number of certain indexes. Among all SOCs, the average number of subscriptions to Resources in Education was 1.4; information centers had an average of 3.5 subscriptions. SOCs in general had few copies (0.3 mean) of this institutional source index; information centers had an average of 2.8 copies.

Microfiche readers (see Appendix I). Although all types of SOCs were generally consistent in the number or reader/printers available (1.8 mean), the overall mean for stationary readers only (5.5) was actually more representative of college and university libraries than all SOCs. Where colleges and universities had an average of 6.2 stationary readers, most other SOCs had an average of between one and two with the mode number being zero. The other SOCs presumably had at least one portable reader or a reader-printer.

It has already been discussed that 61% of the SOCs provided computer search services and many of them provided referrals to other organizations which conducted computer search services. To identify additional activities related to computer searching, workshop participants were asked whether their organization used the computer to search other data bases in addition to ERIC. It was found that most SOCs who do computer searches of ERIC also search other data bases, as shown below and in Appendices J-1 and J-2.

Number of SOCs providing information: 288

Number of SOCs searching non-ERIC data bases: 234 (81%)

The most frequently reported non-ERIC data base used was Psychological Abstracts. Of the 208 SOCs who identified the other data bases they searched, 173 (83%) said they searched Psychological Abstracts. No other single data base was reported as searched by more than one-fourth of the responding SOCs. The most frequently reported data bases are identified in Table 9 below. A detailed description of the use of non-ERIC data bases by each type of SOC is provided in Appendix J-2.

TABLE 9

NON-ERIC COMPUTER DATA BASES USED BY ERIC STANDING ORDER CUSTOMERS (SOCs)

Name of Data Base	No. SOCs Using Data Base	Percent of 208 Responding SOCs
Psychological Abstracts	173	83
Comprehensive Dissertation Abstracts	51	25
Social SciSearch (SSCI)	37	18
Exceptional Child Education Resources (ECER)	35	17
Sociological Abstracts	18	9
Agricola	12	6
ABI/INFORM	20	10
Data Bases in the life sciences	54	26
Other data bases	87	42

An examination of Appendix J-2 finds that most computer searches of non-ERIC data bases are conducted by colleges and universities and by state agencies. School systems also conduct searches in as many as half the data bases listed in Table 9. Too little information was provided by other types of SOCs to judge whether they searched many other data bases at all.

Workshop participants were asked to characterize the location(s) of their microfiche collection and all the related components, such as those discussed thus far in the report. Different patterns emerged and are specified in Appendix K. A summary of the types of locations is provided in Table 10 below.

TABLE 10

LOCATIONS OF ERIC COMPONENTS AT ERIC STANDING ORDER CUSTOMER (SOC) FACILITIES

Location	No. SOCs	Percent of 454 Responding SOCs
Same room	184	41
Different rooms on same floor	126	28
Different floors in same building	122	27
More than one building	22	5

Approximately three-fourths of the state agencies and school systems maintained all their ERIC-related components in the same room, as did both the responding federal agencies. All three responding research and development centers said they maintained the components in different rooms on the same floor. The responses may not have been entirely accurate for this question, unfortunately, because of possible confusion over the operational meaning of "components." Some workshop participants commented that the computer terminal was maintained on a separate floor from the ERIC collection in a different department. Those participants were not sure whether or not to consider the terminals as part of the ERIC components.

D. Use of ERIC Resources

The use of ERIC resources is more varied than are the many types of resources. ERIC microfiche are read, copied on paper, duplicated in microfiche form, and circulated like library books. ERIC indexes and other printed tools are used for identifying selected documents or for seeking general literature on particular topics. The entire file of information on ERIC-processed documents and journal articles (i.e., the ERIC data base) is searched frequently by hand and with the assistance of computers.

Characterizing the use of ERIC resources required the measurement of several different indicators, all of which are discussed in this section of the report. Workshop participants were asked to estimate the extent to which ERIC microfiche, tools, data base, etc. were used by their clientele. The estimates they reported are summarized in the tables which follow. The numbers they provided should be considered no better than "ball park" figures. Many, if not most, workshop participants were not prepared to provide accurate statistics. The estimates they provided were those that they considered at least reasonable for a typical week or year at their location.

Most estimates were given to characterize usage in a typical week. A week was chosen as the initial unit of measurement because it seemed like the easiest time span for persons to conceptualize volume of usage. For purposes of this report, all usage was converted to annual usage by multiplying the figures for typical weeks by a factor of 50 to result in figures for a typical year. Two weeks were deleted from the 52 week year because it was assumed that holidays and seasonal fluctuations would prevent the weekly figures from being "typical" every single week of the year.

The tables in this section show both reported usage and extrapolated usage. The reported usage figures were derived directly from information provided by workshop participants on the Workshop Guide. Additional usage figures for Standing Order Customers that did not participate in the ERIC Management Workshops were extrapolated from the reported usage figures. Since a majority of all types of SOCs did participate in the workshops, it was assumed that, on the average, the majority essentially represented the patterns of usage for the minority. For each type of usage, the cumulative level of usage was divided by the number of reporting SOCs in each category of SOCs to produce an average per-SOC usage figure. That figure was then multiplied by the number of SOCs in the respective categories not reporting usage figures. The reported usage and the extrapolated usage were then added together to form the total estimated annual usage.

This approach to estimating total usage is based upon several assumptions, of course, and may be subject to other interpretation. The purpose of presenting usage data in this form was to develop a reasonable estimate of the extent to which ERIC resources were used at SOC locations. The method of extrapolation is presented to help the reader analyze the outcomes of that extrapolation. It should also be noted that these figures represent SOCs in the United States and U.S. Territories only.

Seven principal indicators of ERIC usage at U.S. SOC locations are a summarized in Table 11 below. It is estimated that

TABLE 11

INDICATORS OF ERIC USAGE ON AN ANNUAL BASIS AT U.S. ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

Type of Usage	Reported SOC	Estimated Usage By Other SOCs	Total Estimated Usage
No. of Users of ERIC Microfiche Collection and Printed Tools	2,347,350	1,795,900	4,143,250
No. of Computer Searches of ERIC Data Base	168,700	136,700	305,400
No. of Manual Searches of ERIC Data Base	208,550	153,400	361,950
No. of Microfiche Titles Used in Any Manner	3,407,650	3,409,550	6,817,200
No. of Microfiche Titles Circulated	806,000	730,800	1,536,800
No. of Microfiche Duplicated in Microfiche Form	413,700	273,700	687,400
No. of Paper Copies from Microfiche Frames	1,857,750	2,090,900	3,948,650

over 4 million persons made use of the ERIC microfiche collection and printed tools in what might be considered a typical year. Additionally, over 300,000 computer searches and over 360,000 manuals searches of the ERIC data base were conducted at the SOC locations. The number of microfiche titles used in any manner was quite large--over 6.8 million. Over 1.5 million microfiche titles were circulated. Almost 700,000 microfiche were duplicated in microfiche form. Finally, almost 4 million paper copies were made from microfiche.

The estimated number of persons who made use of the ERIC microfiche collection and printed tools is presented in Table 12 below. As might be expected, the largest proportion of users (approximately three-fourths) was found at colleges and universities where over 3.3 million persons used ERIC materials. Information centers served the next largest group of clientele (362,700), followed by school system (242,950) and state agencies (153,800). Public libraries, federal agencies, and research and development centers reported considerably less usage than the others. Extensive information on the users at each type of SOC may be found in Appendices L-1, L-2, and L-3.

The reported types of users at each type of SOC is presented in terms of numbers of persons in Appendix L-1 and proportions of types of users in Appendix L-2. The largest type of ERIC user was the graduate student, and the second largest type was the undergraduate student. This is not unexpected because of the large

TABLE 12

REPORTED AND EXTRAPOLATED NUMBER OF USERS OF ERIC MICROFICHE COLLECTION AND PRINTED TOOLS DURING TYPICAL YEAR AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

	SOCs With Data		Other SOCs		
Type of SOC	n	Annual No. Users	n	Estimated Annual No. Users	Estimated Annual No. Users
College or University	306	1,995,700	203	1,323,900	3,319,600
State Agency	18	74,850	19	79,000	153,850
School System	18	92,950	29	150,000	242,950
Information Center	16	152,700	22	210,000	362,700
Public Library	6	13,200	4	8,800	22,000
Federal Agency	3	9,250	5	15,400	24,650
R & D Center	4	4,050	5	5,100	9,150
Other	5	4,650	4	3,700	8,350
All Organiz.	376	2,347,350	291	1,795,900	4,143,250

number of colleges and universities maintaining ERIC microfiche collections. Figure 6 below indicates the largest and second largest groups of users for each of the four types of SOCs having the greatest amount of usage. Students, teachers, administrators, and in-house staff appear to be the most common types of users. It should be noted that many persons completing the workshop guide mentioned that they were not sure whether teachers taking university summer school courses should be listed as teachers or graduate students. In this report, the teachers were counted according to the category finally selected by each respondent.

Type of SOC	Largest Group of Users	Second Largest Group of ERIC Users
College or University	Graduate Students	Undergraduate Students
State Agency	School Teachers	Administrators
School System	School Teachers	Administrators
Information Center	In-house Staff	Undergraduate Students

Figure 6. The two largest groups of ERIC users reported at selected ERIC standing order customer (SOC) locations.

Workshop participants were also asked to indicate the primary reasons they thought their clientele used ERIC materials. The results of their opinions are presented in Appendices M-1 and M-2. The reasons identified most and second most for the four types of SOCs with the most usage are presented in Figure 7 below. Reasons associated with student assignments seem to be foremost among all other reasons.

Type of SOC	Most Frequently Identified Reason	Second Most Frequently Identified Reason
College or University	Write Course Papers	Prepare Theses and Dissertations
State Agency	Solve Problems	Identify Techniques
School System	Prepare Theses and Dissertations	Write Course Papers
Information Center	Review Literature	Prepare Theses and Dissertations

Figure 7. Frequently identified reasons for using ERIC materials at ERIC standing order customer (SOC) locations

The numbers of reported and extrapolated searches of the ERIC data base are presented in Table 13 (computer searches) and Table 14 (manual searches). Specific figures on the searches conducted at each type of SOC are presented in Appendix N. Overall, it is estimated that the ERIC data base is searched over 660,000 times in a typical year at SOC locations in the United States. The number of computer searches almost equals the number of reported manual searches. The number of manual

TABLE 13

REPORTED AND EXTRAPOLATED ANNUAL COMPUTER SEARCHES OF ERIC DATA BASE BY ERIC STANDING ORDER CUSTOMERS (SOCs)

	SOCs With Data		Other SOCs		Estimated
Type of SOC	n	Annual Computer Searches	n	Est. Annual Computer Searches	Annual Computer Searches
College or University	309	123,150	200	79,700	202,850
State Agency	21	24,150	16	18,400	42,550
School System	17	8,850	30	15,600	24,450
Information Center	14	8,750	24	15,000	23,750
Public Library	5	0	5	0	0
Federal Agency	2	2,000	6	6,000	8,000
R & D Center	4	1,250	5	1,600	2,850
Other	5	550	4	400	950
All Origaniz.	377	168,700	290	136,700	305,400

searches may be understated since manual searches by persons not requiring librarian assistance may not be noticed by the librarians and hence not reported on the Workshop Guides.

The annual use of ERIC microfiche titles is summarized in

TABLE 14

REPORTED AND EXTRAPOLATED ANNUAL MANUAL SEARCHES OF ERIC DATA BASE BY ERIC STANDING ORDER CUSTOMERS (SOCs)

	SOCs With Data		Other SOCs		Estimated
Type of SOC	n	Annual Manual Searches	n	Est. Annual Manual Searches	Annual Manual Searches
College or Univeristy	309	181,700	200	117,600	299,300
State Agency	21	9,250	16	7,000	16,250
School System	17	9,150	30	16,100	25,250
Information Center	14	6,100	24	10,500	16,600
Public Library	5	500	5	500	1,000
Federal Agency	2	0	6	0	0
R & D Center	4	500	5	600	1,100
Other	5	1,350	4	1,100	2,450
All Organiz.	377	208,550	290	153,400	361,950

Table 15 below. Both reported and extrapolated figures are shown. The use of microfiche titles is defined as the cumulative number of times that microfiche are taken from the files of the microfiche collection and used for any purpose. The same

TABLE 15

REPORTED AND EXTRAPOLATED ANNUAL USE OF ERIC MICROFICHE (MF) TITLES AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

	SOCs With Data		Other SOCs		Estimated
Type of SOC	n	Annual Use of MF Titles	n	Est. Annual Use of MF Titles	Estimated Annual Use of MF Titles
College or University	299	2,495,050	210	1,752,450	4,247,500
State Agency	18	419,150	19	442,400	861,550
School System	13	142,750	34	373,300	516,050
Information Center	11	288,800	27	708,900	997,700
Public Library	5	7,900	5	7,900	15,800
Federal Agency	2	20,000	6	60,000	80,000
R & D Center	3	29,500	6	59,000	88,500
Other	4	4,500	5	5,600	10,100
All Organiz.	355	3,407,650	312	3,409,550	6,817,200

microfiche used six times, for example, would count as six uses. The greatest proportion of microfiche use occurs at colleges and libraries, which account for approximately two-thirds of all annual usage at SOC locations. Specific figures on the mean, median, and range of microfiche use for each type of SOC are presented in Appendix O-1.

Many ERIC microfiche are circulated in the same manner as books at all types of SOCs except at federal agencies. The annual circulation of microfiche, both reported and extrapolated figures, is presented in Table 16 below. Each time a microfiche

TABLE 16

REPORTED AND EXTRAPOLATED ANNUAL CIRCULATION
OF ERIC MICROFICHE TITLES
BY ERIC STANDING ORDER CUSTOMERS (SOCs)

	SOCs With Data		Other SOCs		
Type of SOC	n	Annual Circulation	n	Estimated Annual Circulation	Estimated Annual Circulation
College or University	308	181,900	201	118,800	300,700
State Agency	18	59,250	19	62,500	121,750
School System	18	39,200	29	63,200	102,400
Information Center	14	171,600	24	294,200	465,800
Public Library	6	100	4	100	200
Federal Agency	4	0	4	0	0
R & D Center	2	5,000	7	17,500	22,500
Other	6	348,950	3	174,500	523,450
All Organiz.	376	806,000	291	730,800	1,536,800

was circulated, it was added to the circulation count. The greatest amount of circulation was estimated to take place at information centers. Specific information on circulation at all types of SOCs is presented in Appendix O-2.

Many microfiche are copied for the use of SOC clientele. Microfiche are duplicated to make more microfiche. Microfiche frames are also copied onto paper. Table 17 below presents

TABLE 17

REPORTED AND EXTRAPOLATED ANNUAL DUPLICATION
OF ERIC MICROFICHE (IN MICROFICHE FORM)
AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

	SOCs With Data		Other SOCs		Estimated
Type of SOC	n	Annual Duplication	n	Estimated Annual Duplication	Total Annual Duplication
College or University	310	49,850	199	32,000	81,850
State Agency	22	161,100	15	109,800	270,900
School System	21	8,800	26	10,900	19,700
Information Center	13	15,250	25	29,300	44,550
Public Library	6	400	4	300	700
Federal Agency	5	500	3	300	800
R & D Center	4	2,950	5	3,700	6,650
Other	6	174,850	3	87,400	262,250
All Organiz.	387	413,700	280	273,700	687,400

reported and extrapolated figures for the annual duplication of ERIC microfiche. State agencies produce the most microfiche duplicates of all single types of SOCs. Specific information on microfiche duplication is found in Appendix O-3.

Many paper copies are produced annually from ERIC microfiche. The reported and extrapolated annual reproduction of microfiche onto paper is presented in Table 18 below. Colleges

TABLE 18

REPORTED AND EXTRAPOLATED ANNUAL REPRODUCTION OF PAPER COPIES FROM ERIC MICROFICHE AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

	SOCs With Data		Other SOCs		
Type of SOC	n	Annual Reproduction	n	Estimated Annual Reproduction	Estimated Total Reproduction
College or University	262	1,294,800	247	1,220,700	2,515,500
State Agency	19	278,450	18	263,800	542,250
School System	16	72,850	31	141,100	213,950
Information Center	10	102,100	28	285,900	388,000
Public Library	4	4,800	6	7,200	12,000
Federal Agency	3	50,000	5	83,300	133,300
R & D Center	3	41,000	6	82,000	123,000
Other	6	13,750	3	6,900	20,650
All Organiz.	323	1,857,750	344	2,090,900	3,948,650

and universities produce almost two-thirds of the estimated total reproduction. Specific information on the reported annual reproduction of paper copies is provided in Appendix O-4.

E. Availability of Library Management Data

Many Standing Order Customers collect data on the use of ERIC materials as part of their usual management reporting system. All workshop participants were asked to identify the types of data collected at their SOC location and to state whether they were willing to make that data available to the ERIC system.

Of the SOCs who could identify the types of data collected at their locations, nearly all (331) said they would be willing to share their data with the ERIC system upon request. A breakdown of the number of SOCs who are willing to share data is presented in Appendix P. The workshop participants also identified the names and addresses of the persons who should be contacted for the data. Those names and addresses will be filed with Central ERIC in a collection of workshop materials separate from this report.

Three types of data appear to be collected by approximately half of the SOCs participating in the workshops: number of microfiche refiled (55%), number of users attending orientations (47%), and the number of computer searches conducted (60%). A summary of the types of library management data collected is presented in Table 19 below. Specific figures for each type of

SOC on the availability of data is presented in Appendixes Q-1, Q-2, and Q-3. One explanation for the considerable variance in the proportion of SOCs collecting data (from 4% to 60%) may be that the types of services provided by SOCs also vary considerably.

TABLE 19

COLLECTION OF LIBRARY MANAGEMENT DATA BY ERIC STANDING ORDER CUSTOMERS (SOCs)

Type of Data Collected	Number of SOCs Providing Responses	Number of SOCs Collecting Data
Microfiche Related Services	375	
Microfiche Refiled		207 (55%)
Microfiche Reproduced on Paper		140 (37%)
Microfiche Reproduced as Microfiche		69 (18%)
Microfiche Readers Circulated		15 (4%)
User Related Services	375	
Types of Users		93 (25%)
Number of Users Assisted		138 (37%)
Number of Users Attending Orientations		176 (47%)
Data Base Search Services	375	
Number of Computer Searches Conducted		224 (60%)
Number of Manual Searches Conducted		64 (17%)

The types of library management data collected and the willingness of each SOC to share that data with ERIC are presented in Appendix R on a SOC by SOC basis. Beside the organizational identification number for each SOC is listed the data collected at that location and whether that data would be available to ERIC. The SOCs are listed in the same order as the directory of microfiche collections using the coding discussed earlier in the section on participation at workshops.

F. Concerns of Workshop Participants

Throughout all ERIC Resource Management Workshops, participants were encouraged to discuss or ask about any ERIC related items of concern to them. Participants did this quite freely both in meetings and on the two workshop forms (The Workshop Guide and the evaluation form). This report section overviews the thousands of comments written by the 545 workshop participants throughout the workshop series.

Because tabulations and classifications of comments can never communicate fully the essence of what people said, several appendices were prepared which provide a representative sampling of participant comments in verbatim form. The two major appendixes are Appendix S on questions about and recommendations for ERIC and Appendix T-2 on staff needs for training on ERIC. (Appendixes V-2, V-3, V-4, and V-5 on workshop evaluation comments are also particularly relevant.) These appendices were included to serve as critical extensions of this section rather than as mere adjuncts of supporting information. It is critical that the interpretation of the views, needs, and problems of ERIC's Standing Order Customers be based upon their expressions of concern.

The major concerns of workshop participants are described in three sections which follow: (1) Questions, (2) Problems and Suggestions, and (3) Needs for Further Training. Most questions, problems, and suggestions were derived from Workshop Guide items which solicited each participant's "two most important questions you would like to have answered during this workshop" and "my one suggestion for an ERIC improvement." Although most questions were answered during the workshops for the particular participants, their questions still characterize the types of information needed at the SOC locations. Most training needs were taken directly from Workshop Guide items which specifically sought whether SOC staff needed additional training and, if so, what additional training was desired.

Questions

The key questions identified here were usually expressed as written comments on the Workshop Guide and reinforced by comments on the workshop evaluation form. The questions primarily request more information from ERIC in specific areas. The most frequently expressed types of questions are described below. Questions were actually asked in over 50 categories by workshop participants. Samples of all types of questions are presented by categories in Appendix S.

ERIC update. An exceedingly large number of questions essentially asked, "What's new in ERIC?" Participants were eager to know what new tools, publications, training aids, and services were available. Interestingly, in the evaluation comments on workshop strengths, more positive comments were given on the ERIC update session than any other aspect of the workshops except workshop planning and organization.

Computer and manual searching. "Information on computer searching" was a response frequently given as a key question on the Workshop Guide. Training in searching techniques, particularly computer techniques, was most frequently mentioned by SOCs who indicated needs for further training. The Management of Computer and Manual Searching session was given more negative comments under weaknesses in the workshop evaluations than any other agenda topic, indicating, perhaps, that the information given on searching in the workshops did not meet the level of SOC need in this area.

User training and orientation. Many comments were written indicating a need for information and instructional aid materials for the training and orientation of ERIC users. "What teaching strategies or techniques are most effective in training others to use ERIC?" and "What new methods and materials are available for the instruction of ERIC users?" were characteristic of the questions asked. Methods of orientation to ERIC were often mentioned as needs for further training.

Promoting ERIC. In a similar vein, workshop participants asked how they could best inform potential users about ERIC's services. "How can we promote the use of ERIC (to patrons, faculty, students, etc.)?" was asked in different ways many times over. For the most part, SOCs seemed to be asking for general information in this area.

Problems and Suggestions

Workshop participants also expressed concern over many ERIC related conditions and often suggested means of resolving the problems. Their comments on the Workshop Guide were fairly consistent in each area, indicating that many difficulties may be attributed more to the ERIC system or resources than to local conditions. The most frequently mentioned types of problems and suggestions are described below. All types of comments on problems and suggestions are presented in Appendix S.

Printed indexes. Comments on the Workshop Guide concerning printed indexes were by far the most numerous. The comments seemed to cover every aspect of the indexes, including format, coverage, quality of abstracts, publication schedule, and availability of back issues. There were many suggestions for more types of cumulative indexes (such as annual and five-year indexes) and suggestions for indexes covering certain subject areas or containing only certain types of materials (such as tests of curriculum materials). The workshop participants also commented that they were watching carefully for the effects of the changes of publishers for the *Current Index of Journals in Education* (CIJE).

ERIC Thesaurus. The number of questions and complaints given in the Workshop Guide on the *ERIC Thesaurus* and its index terms indicate some frustration on the part of many SOCs. The Complaints most frequently expressed dealt with the number of the index terms and the (lack of) consistency in their application. Problems were also apparent with the format of the Thesaurus and its use of scope notes and explanatory terms. These problems plus the number of questions about the publication of a new Thesaurus underscore the need for ERIC's Vocabulary Improvement Program (VIP) and may also indicate that SOC managers were not generally aware of the VIP effort.

Quality and format of microfiche. Participant comments indicate continuing difficulty with both the quality and the format of the microfiche, particularly with the qualitative aspects. Suggestions dealt primarily with improving the legibility of the fiche. Suggestions mentioning quality control included focusing the camera better or obtaining better originals. Most problems and suggestions regarding the format of the microfiche dealt with problems of refiling and the readability of microfiche numbers and titles. Many straightforward remedies were suggested.

Needs for Further Training

Representing their respective staff, many workshop participants expressed the need for additional training on ERIC. The 248 SOCs that expressed needs for training represented a majority (62%) of the SOCs responding to the Workshop Guide on additional training. All types of SOC organizations expressed the need for training on a variety of topics. The types of SOCs expressing training needs are presented in Appendix T-1.

Most of the responding SOCs (221) described the particular training that they needed most. The types of training are summarized in Table 20 below. The most frequently mentioned training topic was Data Base Searching and Bibliography Development. Training was also frequently requested on the ERIC system and the use of its materials and services. A breakdown of the expressed training needs for each type of SOC organization is presented in Appendix T-2.

TABLE 20

EXPRESSED ADDITIONAL STAFF TRAINING NEEDS BY ERIC STANDING ORDER CUSTOMERS (SOCs)

Type of Training Needed	No. SOCs Expressing Needs	Percent of 221 Responding SOCs
Data Base Searching and Bibliography Development	74	33
Advanced Information on ERIC	45	20
Introduction to ERIC	41	19
Methods of Orientation to ERIC	38	17
Use of ERIC Tools	37	17
Update on ERIC System	32	14
Other Types of Training	5	2

Appendix T-3 contains a list of the particular types of expressed training needs beside the identification number of each SOC that made comments on the Workshop Guide. The list is arranged by states in order that units of the ERIC system might be able to make contact with the SOC organizations in each geographical region. The SOC identification number, as described earlier, consists of an alphabetic state abreviation, a two-digit state number (Alabama = 01, Alaska = 02, etc.), and a two-digit number to represent the order that SOCs are listed under each state in 1978 Directory of ERIC Microfiche Collections.

Finally, example SOC comments on training needs are presented verbatim in Appendix T-4. Readers seeking to address SOC needs for additional staff training on ERIC should review how the SOCs perceive their needs for assistance.

G. Evaluation of ERIC Resource Management Workshops

Participant evaluations were solicited at the conclusion of each ERIC Resource Management Workshop. The evaluation ratings and comments were sought for two purposes: (a) to provide feedback for the improvement of forthcoming workshops and (b) to provide a measure of the usefulness of the workshops to the ERIC Standing Order Customer participants. As feedback, the evaluations helped workshop coordinators plan successive workshops. That feedback could also prove useful in planning future series of ERIC workshops. As a measure of usefulness, the evaluations can help ERIC and the ERIC clearinghouses judge the value of the workshops from the perspective of the SOCs.

Each workshop participant was asked to complete anonymously a two page "Participant Evaluation of Workshop" form (see Appendix C for a copy of the form). Most participants completed the forms and took the trouble to write many comments.

Participants were first asked to assess the workshop agenda and presentations. Using Likert-type rating scales from 1 to 5, participants were asked to rate (a) "Relevancy of (agenda) topic to ERIC management in my organization" (ratings could range from 1, Not Relevant at All, to 5, Extremely Relevant), and (b) "Usefulness of information brought out in discussion" (ratings could

88

range from 1, Not Useful, to 5, Very Useful).

Participants were then asked to write comments to characterize what they felt to be the strengths and weaknesses of the workshops. They were encouraged to include comments regarding any aspects of specific activities, facilities, accommodations, etc. The evaluation concluded with a request for participants to make general comments or present their recommendations for the improvement of future workshops.

The evaluation ratings for the agenda topics at all ERIC workshops is summarized in Table 21. The most relevant topic which also provided the most useful information was the updating of workshop participants on activities in the ERIC system. The two least relevant and useful topics were the management of the microfiche collection and library management reporting. For all topics, the average participant rating exceeded the midpoint (3) of the rating scale. Most ratings were approximately a value of 4, ranging from 3.7 to 4.3. The workshop agenda was certainly found to be both relevant and useful by workshop participants. Participant ratings of the agenda on a workshop-by-workshop basis are found in Appendices U-1 and U-2.

Workshop participants were generous in their provision of comments to characterize the strengths, weaknesses, and needs of the meetings. Their many comments have been summarized in Appendices V-1, V-2, V-3, V-4, and V-5. The first appendix, V-1, outlines the comments on workshop strengths and weaknesses by

TABLE 21

PARTICIPANT EVALUATION RATINGS OF WORKSHOP AGENDA

Agenda Topic	Mean Participant Ratings* Relevancy of Agenda Topic	Usefulness of Information
ERIC Update	4.3	4.2
Management of User Training and Orientation	4.1	3.8
Management of ERIC Components and Printed Tools	4.0	3.9
Management of Computer and Manual Searching	4.0	3.9
Browsing Display Materials	4.0	3.9
Management of Microfiche Collection	3.7	3.5
Library Management Reporting	3.5	3.4

*Participants rated topics according to the following scales:

Not Relevant at All	1	2	3	4	5	Extremely Relevant
Not Useful	1	2	3	4	5	Very Useful

broad categories and specific subjects. The number of comments addressing each subject **are** also presented. Key subjects which participants considered to be workshop strengths and weaknesses are outlined in Figure 8 below. The reader is encouraged to read actual participant comments in Appendix V-2 (strengths) and

Most Frequently Mentioned Strengths	Most Frequently Mentioned Weaknesses
1. AGENDA TOPICS	
New developments and changes in ERIC	Too little detailed discussions and instruction on computer and manual searching
2. QUALITY OF INFORMATION AND ACTIVITIES	
Opportunity for professional interchange and problems solving among fellow librarians	Limited in-depth discussion on ERIC indexes, processes, and equipment and on specific participant problems
3. STAFF AND PRESENTATIONS	
Knowledgeable workshop staff who were enthusiastic, friendly, helpful, open to participant ideas	Overly general or overly specific presentations
4. WORKSHOP ORGANIZATION	
Well planned and flexible workshop schedule	Lack of coordination between topics and lack of control during topics
5. FACILITIES	
Pleasant and convenient accommodations, and good food	Smokers and small rooms

Figure 8. Key strengths and weaknesses of ERIC resource management workshops.

Appendix V-3 (weaknesses) to learn the participants' perspective on the workshops.

The participants at the workshops made many observations and comments about the overall character and quality of the meetings. Over half of the general comments made on evaluation forms noted that the workshops were of very good quality and were informative and worthwhile. Many participants commented positively on specific aspects of selected workshops activities, while several persons expressed a lack of satisfaction on some specific aspects. Other comments expressed appreciation for the opportunity to meet with others of similar responsibilities and for ERIC's sponsorship of the workshop series. Many representative comments by participants are presented in Appendix V-4.

Workshop participants made 188 specific recommendations for the implementation of future workshops. The single type of recommendation made by the most participants (56) was to conduct more SOC workshops more frequently. Many participants even said that if funding was a problem, their organization would pay the costs of their attendance. The next most frequent recommendation was that more workshop effort should be addressed to searching the data base. Hands-on experience with computer searching was especially valued. Participants also recommended that more information be provided on ERIC clearinghouses. Recommendations were also made encouraging more extensive pre-conference preparation of participants, particularly in regard to data collection and travel expenses. The topics of the recommendations are summarized in Table 21 below. Verbatim examples of participant

TABLE 22

PARTICIPANT RECOMMENDATIONS FOR THE IMPROVEMENT OF ERIC RESOURCE MANAGEMENT WORKSHOPS

Recommendation Topics	Number of Recommendations
1. AGENDA TOPICS	
Management of computer and manual searching	19
Training and orientation of users	8
2. QUALITY OF INFORMATION AND ACTIVITIES	
Recommendations for specific parts of workshop	14
Divide workshop into groups	9
Send addresses of all participants to all participants	9
Provide more handouts	7
Conduct in-depth workshops on specific topics	5
More agenda time for meeting with other participants	5
3. STAFF AND PRESENTATIONS	
Describe subjects and services of all clearinghouses	6
Want to hear more from clearinghouses	5
4. ORGANIZATION	
Conduct SOC workshops more frequently	56
Be more specific about level of workshop and be prepared for both beginners and advanced	11
Need more time	7
Send more preconference materials	6
5. FACILITIES	
Plan them better	11

recommendations are presented in Appendix V-5. Persons concerned with the development of further workshops should read those recommendations carefully.

PART III

OBSERVATIONS AND INTERPRETATIONS

During the preparation of this report, certain consistencies among the comments and opinions of the workshop participants became apparent. As the representatives of ERIC Standing Order Customers discussed their major interests, training needs, practical situations, frequent difficulties, and workshop evaluations, it became possible to determine some common patterns of thought. This part of the final project report was developed by the special project staff to present their observations about the SOC viewpoint on ERIC. The observations and their subsequent interpretations are presented to stimulate considerations of how ERIC might better serve its SOC constituency.

Four somewhat overlapping areas of SOC interest are described in this part. In section A, SOC concerns about ERIC tools and materials are identified. In section B, the channels of communication between SOCs and ERIC are explored. Difficulties the SOCs have in using ERIC are outlined in section C. Finally, needs for expanded ERIC service to SOCs are discussed.

A. ERIC Tools and Materials

Although ERIC tools, such as the monthly indexes and the Thesaurus of ERIC Descriptors, undergo considerable use at Standing Order Customer locations, SOC staff still encounter some difficulty in working with the materials. Two quite common areas of difficulty were observed.

Quality of Indexes

The usefulness of ERIC indexes and the ERIC system of indexing were questioned by many SOCs during the workshops. To some extent, the SOCs were not extremely knowledgeable about the indexes. To a larger extent, they were dissatisfied with the indexes.

There were several indications that the system of indexing was not acceptable. Complaints were lodged often about the complexity of the Thesaurus. Additional staff training was requested on the basic use of printed tools and on methods of searching in ERIC. Requests were made for better descriptors and more understandable scope notes to define descriptors. From these comments two pressing needs among the SOCs were interpreted. First, there appears to be a need for more easily usable reference tools. Second, a need is also apparent for greater

SOC capability in using the indexing system and reference tools. The indexing system is difficult to use in practice.

There were also indications that the ERIC indexes were not as useful as the SOCs desired. Suggestions were made for entirely new types of indexes (e.g., five-year cumulative indexes). Multiple views were presented on the selection of documents, ranging from select only tested and valid curriculum materials to select anything that will reproduce. Suggestions were made that Current Index to Journals in Education (CIJE) should include annotations and indexing for every single article in the reviewed journals or else nothing should be indexed. One need interpreted from these conditions was for the ERIC system to attempt to serve users with diverse rather than homogeneous types of information needs. While present approach to handling materials may satisfy one type of user, it may not serve many others.

Quality of Production

The quality with which many, if not most, ERIC film and printed resources were produced was constantly decried. The SOCs were often dissatisfied with many of the materials they received and the manner in which they received them.

Many indicators of poor production quality were evident. Complaints were lodged about the poor readability of microfiche. Difficulties were expressed in logging the receipt of microfiche when Level III documents were not copied on microfiche.

Difficulties were noted in the readability of ED numbers and titles on microfiche, particularly during refiling. Complaints were made about the poor quality of bindings on the paperback indexes. Difficulties were noted in easily distinguishing Level III documents when reading the abstracts. Confusion was common about whether ED numbers in the indexes were associated with the document titles shown above or below the ED number. Frustration was expressed about delays in CIJE listings of journal articles and delays in the actual receipt of supposedly regular monthly indexes.

From those conditions, two needs may be interpreted. First, needs exist for more intensive quality control in the preparation, printing or filming, and distribution of ERIC products. Second, there is a need for ERIC resources to be designed primarily with the typical user in mind and not primarily with ERIC's sophisticated staff or system processes and limitations in mind.

B. Communication Between SOCs and ERIC

The ERIC Standing Order Customer representatives attending the workshops came with varying degrees of sophistication in their understanding of information systems such as ERIC. However, most workshop participants shared virtually identical interests in developing ways of continuing to learn more about ERIC. In terms of the SOCs' ability to communicate well with ERIC, three areas of concern were apparent.

Information from ERIC

The SOCs were almost overwhelmingly eager to receive any information on ERIC. In most cases, the information presented on the ERIC system was greatly appreciated but still insufficient.

There were several indications that the SOCs simply do not receive enough information from ERIC about ERIC. The ERIC update session at the workshops consistently received the highest evaluation ratings for relevancy and usefulness. Clearinghouse staff at the meetings were often treated more like honored guests than workshop hosts. Many direct questions were asked of ERIC staff about even the simplest of clearinghouse and system functions. The two most frequently requested topics for additional staff training were introduction to ERIC and advanced information on ERIC. Requests were made often for more workshops and additional newsletters.

Two needs may be interpreted from these conditions. First, there is a need for the provision of extensive information to SOC staff on the ERIC system and ERIC components, processes, staff, etc. Second, there is a need for some regular mechanism to be employed for communication between ERIC and the SOCs. The current frequency and extent of information provided by ERIC is apparently not adequate.

Information from SOCs

In their reaction to workshop efforts to collect information from the SOCs about their use of ERIC, many, if not most, SOCs expressed a willingness to inform ERIC about almost anything related to ERIC and its use. Despite some skepticism about the value of library management data reporting, many SOCs stated that they would be glad to help ERIC learn about them if so requested.

Several indicators of SOC interest in sharing data with ERIC were obvious. Over 90% of the SOCs said they would be willing to share any data they already collected. Other SOCs volunteered to collect data specified by ERIC. Many direct comments were made that the SOCs would provide information to ERIC with no hesitation.

From those conditions, the opportunity for ERIC to obtain extensive information from the SOC is apparent, providing the solicitation of information is carefully planned.

Information About ERIC

Many SOCs described their difficulty in obtaining needed information on ERIC activities and resources, including clearinghouse services. Once they had learned how to deal with the ERIC resources, there were few problems. The difficulty lay in learning how.

Several types of evidence were noticable to support this observation. Many SOCs were simply not aware of the availability of some printed and filmed reference tools. Some SOCs had problems in finding the right source for some subscriptions to ERIC products. Most SOCs who complained about the quality of the index used in ERIC tools were not aware of ERIC's Vocabulary Improvement Program. Many SOCs enthusiastically sought out the ERIC staff in order to learn more about the basic system and clearinghouse resources that were available.

Altogether, a need appears to exist for a strong, coordinated effort to get all possible information on the entire ERIC enterprise into the hands of SOC staff. Without some sort of concerted action, the SOCs may continue to remain relatively isolated.

C. Use of ERIC Resources

The ERIC Standing Order Customers were almost universally impressed with the potential usefulness of ERIC resources to their organization and its constituency. However, not all SOCs thought that they were sufficiently able to use ERIC to the fullest extent possible. Two areas of difficulty were voiced.

Access to Information in ERIC

Many SOCs expressed difficulties in using ERIC resources to obtain needed information. In a sense, the "good" materials in ERIC seemed too difficult to reach.

There were several indications that the SOCs were not prepared to use ERIC resources fully. Many questions were asked on rather basic indexing methods. Considerable requests were made for more easily used indexes. Requests were also made for hints on effective searching methods. Similarly, additional staff training on manual and computer searching techniques was frequently requested.

From those conditions, a need may be interpreted for improving SOC expertise in techniques for identifying desired types of ERIC materials. A better working knowledge of the ERIC tools and the methods for using them would improve the SOCs' ability to serve their clientele.

ERIC Promotion and Orientations

A large number of SOCs indicated difficulties in promoting the use of ERIC at their location and in preparing new users of ERIC. They consistently sought assistance in both areas.

Several related types of assistance were requested by the SOCs. Requests were made for promotional ideas, methods, and materials. Copies of brochures and other handouts on ERIC resources were sought. Requests were also made for instructional materials about the use of ERIC. Many requests were made for additional staff training on the orientation of users to ERIC resources.

These conditions seem to imply that a need exists for practical ERIC promotion and orientation materials and methods. Proven techniques would support the effective use of ERIC's comprehensive information system as well as expand the number of persons capable of using ERIC.

D. ERIC Service to Standing Order Customers

The enthusiastic response by ERIC Standing Order Customers to the ERIC Resource Management Workshops was one indication of how ERIC service to the SOCs was valued. From other observations, two types of continuing service are needed by the SOCs.

Extensive Orientation and Training

Many SOCs expressed their needs directly for both training and orientation on all ERIC materials and services. The SOCs felt they knew only part of what ERIC could offer and wanted in-depth preparation on the remainder.

Several types of requests were pervasive. Many requests were made for more ERIC workshops. Some SOCs said they would attend at their own expense. Over half of the workshop participants said that their staff needed additional training on ERIC. Many of the requests for information that arose at the workshops were of such complexity that training, not answers, were required.

It may be inferred easily that a need exists for additional training of SOC staff. The training would be most effective if different aspects of ERIC could be covered at different levels of sophistication.

Continued Updating on ERIC

The reception by SOCs of information on current events in the ERIC system was exceptionally enthusiastic. The ongoing needs of the SOCs for current information on ERIC became obvious.

Several indications of the SOCs' interest in ERIC events were apparent. The evaluation rating of the ERIC update session was the highest of all agenda topics. Many comments on workshop strengths addressed the ERIC update. Many questions were asked about trends in ERIC and information dissemination. Requests were made for more frequent and more thorough communications from ERIC about ERIC.

From those indicators, it may be interpreted that there is a need for a constant updating of SOCs on the evolving status of ERIC services and materials. The SOCs placed great value in "inside information" for the purposes of management planning and user orientations.

PART IV

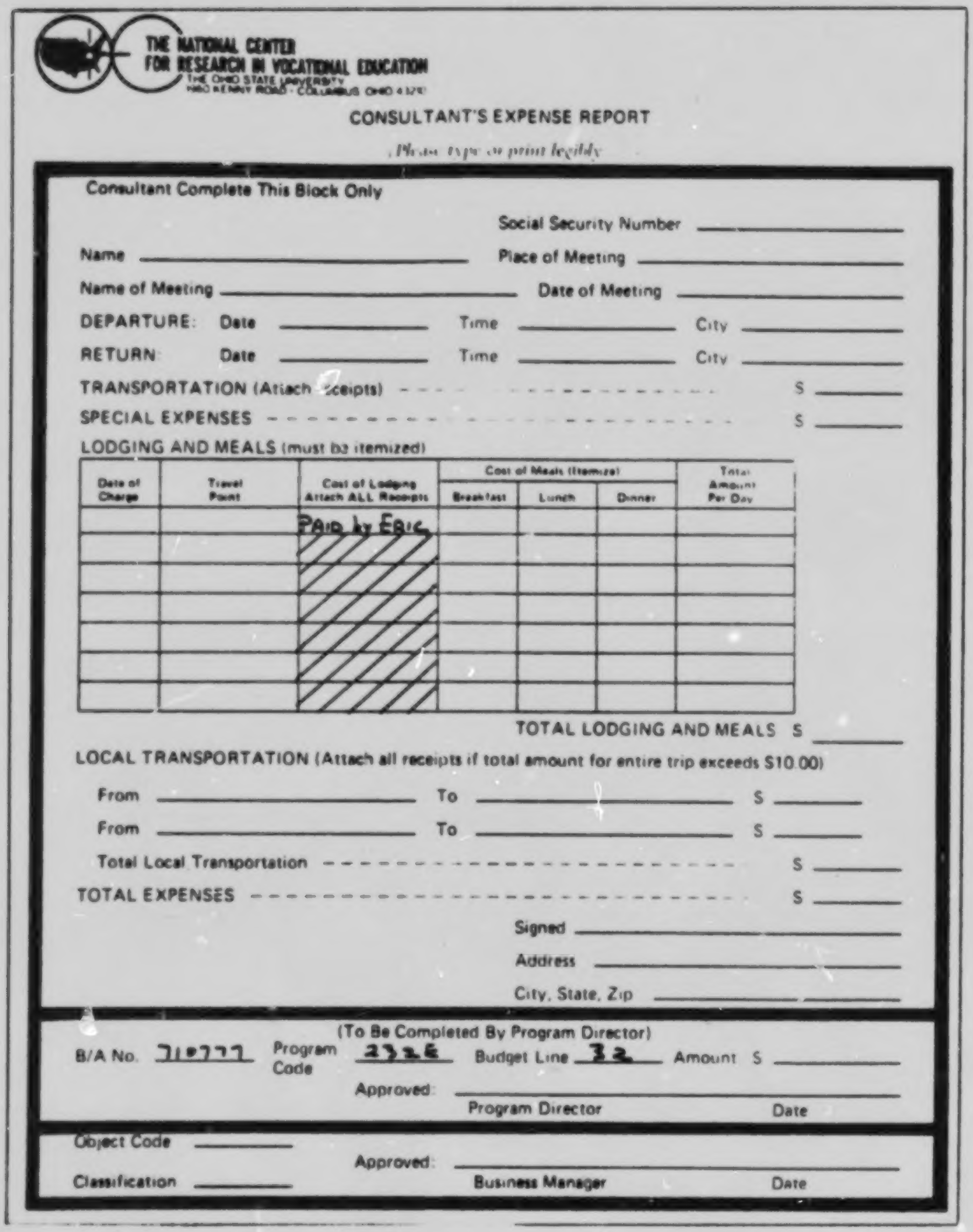
APPENDICES

APPENDIX A-1

BOOKLET OF TRAVEL EXPENSE GUIDELINES

APPENDIX A-2

EXPENSE REPORT FORM



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS OHIO 43210

CONSULTANT'S EXPENSE REPORT

(Please type or print legibly)

Consultant Complete This Block Only

Social Security Number __________

Name __________ Place of Meeting __________

Name of Meeting __________ Date of Meeting __________

DEPARTURE: Date __________ Time __________ City __________

RETURN: Date __________ Time __________ City __________

TRANSPORTATION (Attach receipts) ---------- $ __________

SPECIAL EXPENSES ---------- $ __________

LODGING AND MEALS (must be itemized)

Date of Charge	Travel Point	Cost of Lodging Attach ALL Receipts	Cost of Meals (Itemize)			Total Amount Per Day
			Breakfast	Lunch	Dinner	
		PAID by ERIC				
		▨				
		▨				
		▨				
		▨				
		▨				
		▨				

TOTAL LODGING AND MEALS $ __________

LOCAL TRANSPORTATION (Attach all receipts if total amount for entire trip exceeds $10.00)

From __________ To __________ $ __________

From __________ To __________ $ __________

Total Local Transportation ---------- $ __________

TOTAL EXPENSES ---------- $ __________

Signed __________

Address __________

City, State, Zip __________

(To Be Completed By Program Director)

B/A No. 710777 Program Code 2326 Budget Line 32 Amount $ __________

Approved: __________
Program Director Date

Object Code __________

Classification __________

Approved: __________
Business Manager Date

APPENDIX A-3

TRANSPORTATION EXPENSE RECEIPT SHEET

MEAL AND LODGING RECEIPT SHEET

Your Name__________________________

LODGING

A. If hotel receipt is for other than single room, make sure that guidelines are followed.

B. Staple hotel receipt (not credit card receipt) in this space.

MEALS

Staple meal receipts in this space.

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

APPENDIX A-4

RECEIPT SHEET FOR MEALS

TRANSPORTATION EXPENSE RECEIPT SHEET

Your Name_______________________________

Workshop Location_______________________

LONG DISTANCE TRANSPORTATION

A. Staple airline or train ticket receipt (not credit card receipt) in this space.

B. If traveling by personal vehicle, please complete the following:

	ODOMETER READING		ODOMETER READING	TOTAL MILEAGE
Arrival at workshop	________	Arrival at home	______	
Departure from home	________	Departure from workshop	______	
MILEAGE TO WORKSHOP	________	MILEAGE BACK TO HOME	__________	________

TOTAL MILEAGE:______________ x $.17 per mile = $_______

LOCAL TRANSPORTATION

A. Make sure all receipts indicate date, location, and description of some kind.

B. Staple all receipts in this space (tolls; parking fees; bus, taxi, limousine fares).

C. For personal vehicle mileage between home and the airport or train station, please complete the following:

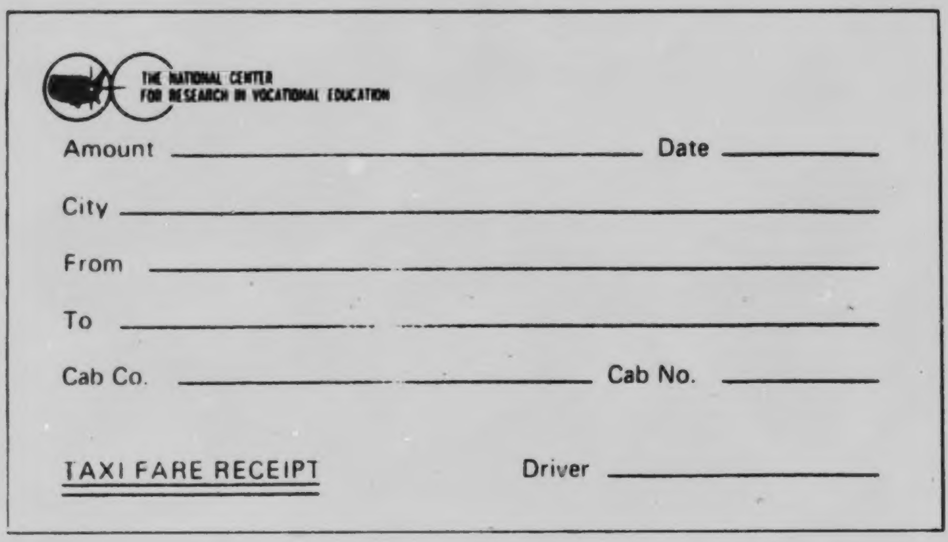
MILEAGE FROM HOME TO TERMINAL:__________miles x 2 = ___________ total mileage (both directions)

TOTAL MILEAGE:________________ x $.17 per mile = $__________

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

APPENDIX A-5

BLANK TAXI RECEIPT FORM



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

Amount ______________________ Date __________

City ______________________________________

From ______________________________________

To ____

Cab Co. ___________________ Cab No. __________

TAXI FARE RECEIPT Driver ______________

APPENDIX A-6

ACKNOWLEDGEMENT CARD

ACKNOWLEDGEMENT CARD

Your travel reimbursement forms were received on ____________________. Thank you for submitting them so promptly. We have begun processing and hope to send you a check soon. If you haven't heard from us or received your reimbursement within 30 days or so, please contact us.

Sincerely,

ERIC Clearinghouse on
Adult, Career, and
Vocational Education

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

4270-710777-232E

____

____

____

______________________ ________________
zip code

APPENDIX A-7

NO CLAIM FOR REIMBURSEMENT
NOTIFICATION SHEET

Return to:

Celia Wright
ERIC Clearninghouse on Adult, Career,
and Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

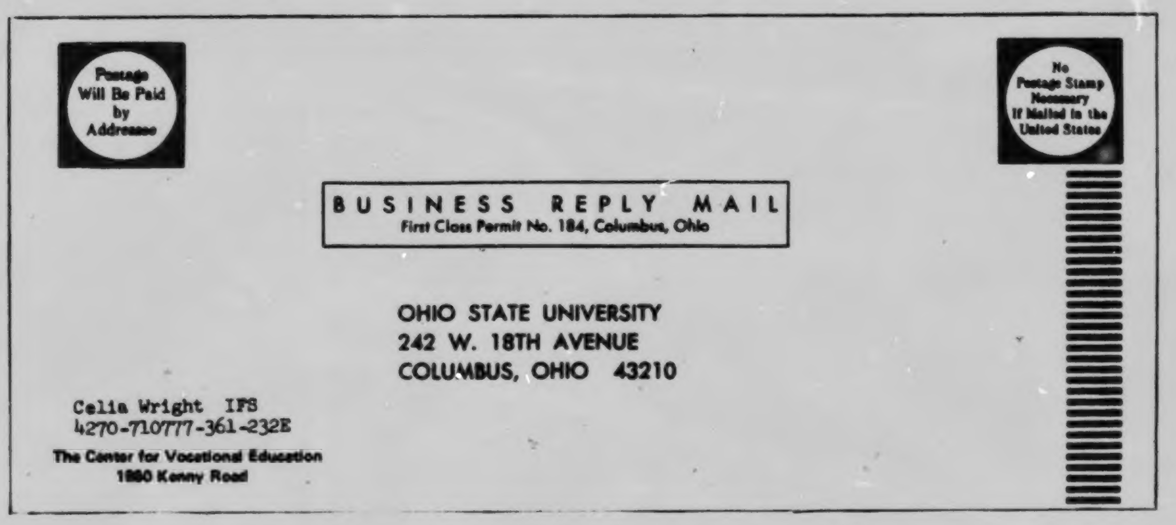
I will not be claiming a reimbursement for travel expenses for the ERIC Management Workshop held in ____.

____
name
____
organization
____

____

APPENDIX A-8

POSTAGE PREPAID RETURN ENVELOPE



Postage
Will Be Paid
by
Addressee

No
Postage Stamp
Necessary
If Mailed in the
United States

BUSINESS REPLY MAIL
First Class Permit No. 184, Columbus, Ohio

OHIO STATE UNIVERSITY
242 W. 18TH AVENUE
COLUMBUS, OHIO 43210

Celia Wright IFS
4270-710777-361-232E

The Center for Vocational Education
1960 Kenny Road

APPENDIX B

WORKSHOP GUIDE

WORKSHOP GUIDE

ERIC Workshop   Workshop Location___________

Date___________

Your name and title: ______________________________

Your organization: ______________________________

Its address: ______________________________

____

Your office telephone number: (   ) _________ Ext____

What are the two most important questions you would like to have answered during this workshop?

1. ______________________________

____

2. ______________________________

____

3. What type of organization do you represent? (Check one)

- ___ a. College or university library
- ___ b. Public library
- ___ c. Information center
- ___ d. Research & development center
- ___ e. School system
- ___ f. State agency
- ___ g. Federal agency
- ___ i. Other (please specify:)

  ____

4. What kinds of ERIC-related services are provided? (Check all that apply)

- ___ a. Reference assistance
- ___ b. Search referral (If so, to whom do you normally refer?

  ____
- ___ c. Actual manual searching
- ___ d. Actual computer searching
- ___ e. Circulation of microfiche
- ___ f. Duplication of microfiche
- ___ g. Production of paper copies from microfiche
- ___ h. Ordering of documents from EDRS
- ___ i. Provide instruction about ERIC
- ___ j. Copy machine services
- ___ k. Circulation of portable microfiche readers
- ___ l. Other services (please specify): ___________

  ____

OVERVIEW OF ERIC COMPONENTS AND MANAGEMENT OF PRINTED TOOLS SESSION

5. How many copies or subscriptions do you currently use of each of the following ERIC printed tools? (NOTE: If you have forgotten what these tools are, your workshop leader will show you a recent copy.)

a. Monthly CIJE ____ Subscriptions
b. Semiannual CIJE ____ Subscriptions
c. ERIC Thesaurus ____ Copies
d. Monthly RIE ____ Subscriptions
e. Semiannual RIE Index ____ Subscriptions
f. Cumulative Title Index ____ Copies
g. Cumulative Institutional Source Index ____ Copies

6. How can the location of your ERIC components (e.g., RIE, CIJE, Thesaurus, MF collection, computer search facilities, etc.) be characterized? (Check one)

a. ___ Our ERIC components are all in the same room.
b. ___ Our ERIC components are on same floor but not in same room.
c. ___ Our ERIC components are located on several different floors
d. ___ Our ERIC components are located in several different buildings. Explain, if necessary: ______________________________
____
____
____

MANAGING THE MICROFICHE COLLECTION SESSION

7. How many microfiche readers do you have? (Do not include reader/printers.)

a. _____ portable readers b. _____ stationary readers

8. How many microfiche reader/printers do you have? (Do not include readers only.)

_____ reader/printers

9. Please estimate how much use is made of the ERIC microfiche collection in an average week:

a. ____ Pages of paper copies reproduced per week from microfiche.

b. ____ Number of microfiche reproduced per week in microfiche form.

c. ____ Number of microfiche titles circulated out of house per week.

d. ____ Total number of microfiche titles used in any manner (read, circulated, copied, etc.) per week.

MANAGEMENT OF COMPUTER AND MANUAL SEARCHING SESSION

10. How many searches of ERIC resources does your staff conduct in an average week?

a. _____ computer searches b. ____ manual searches

11. If your staff conducts computer searches, do they search data bases other than ERIC?

____ Yes ____ No

If so, which two or three computer data bases (other than ERIC) are searched most frequently?

____

____

____

TRAINING AND ORIENTATION OF USERS SESSION

12. How much use is made of your microfiche collection and reference tools in the average or typical week? Please estimate the typical number of users in each category:

	No. Users for Combined MF/CIJE/RIE
a. Graduate students	_____
b. College faculty	_____
c. Undergraduate students	_____
d. Elementary/secondary school teachers	_____
e. Administrators	_____
f. In-house staff	_____
g. General public	_____
h. Government staff	_____
i. others: __________________	_____
Approximate Total per week	_____

13. Why are your clientele using ERIC materials? Please estimate the percentage of times each reason would be given as the primary reason by the users in (12):

a. Preparation of theses and dissertations	_____ %
b. Course papers	_____
c. Current awareness	_____
d. General literature review	_____
e. Preparation of proposals	_____
f. Identification of techniques applicable to specific program	_____
g. Problem solving	_____
h. Data collection	_____
i. Curriculum development	_____
j. Other: __________________	_____
	100 %

14. How many users does your organization train or orient per year?

Means of Training or Orientation	Total Number of Participants Per Year
a. Presentations in library or information science classes	_____
b. General orientations to library services	_____
c. Presentations in classes other than library and information science	_____
d. One-to-one assistance on request	_____
e. Other: ______________________________	_____

15. What instructional or orientation materials have you developed about ERIC resources: (Check all that apply)

a. _____ printed handouts
b. _____ audio/visual materials
c. _____ curriculum materials
d. _____ self-instructional units
e. _____ Other: ______________________
____

16. Do you believe that you or your staff need additional training so that you can assist users? _____ Yes _____ No
If so, please describe the additional training you desire.
____
____
____
____

LIBRARY MANAGEMENT REPORTING SESSION

17. What types of data do you collect for your library management purposes? (Check all that are appropriate)

a. ____ Number of microfiche refiled
b. ____ Number of microfiche reproduced in paper copy
c. ____ Number of microfiche reproduced in microfiche form
d. ____ Types of users (e.g., students vs. general public)
e. ____ Number of individuals assisted
f. ____ Number of individuals attending training and orientation sessions
g. ____ Number of computer searches
h. ____ Number of manual searches
i. ____ Other: ______________________________________
j. ____ Other: ______________________________________
k. ____ Other: ______________________________________

18. Would your institution be willing to share the above data with the ERIC system?

_____ Yes _____ No.

19. If you answered "yes" to number 18, please give name, address and telephone number of person whom we should contact.

____

____

____

____

SUGGESTION BOX

My one suggestion for an ERIC improvement is: ______________

____

____

____

APPENDIX C

PARTICIPANT EVALUATION OF WORKSHOP FORM

ERIC MANAGEMENT WORKSHOP

Workshop Location ________

PARTICIPANT EVALUATION OF WORKSHOP

Date ________

Please use this evaluation form to indicate how you--personally and professionally--assess the quality and usefulness of this workshop. Your comments will be kept anonymous, but will assist in the planning of future workshops. Please circle the appropriate numbers on this page and feel free to comment on both pages.

Workshop Topic	Relevancy of topic to ERIC management in my organization	Usefulness of information brought out in discussion	Comments
1. ERIC Update	1 2 3 4 5 Not Relevant At All Extremely Relevant	1 2 3 4 5 Not Useful Very Useful	
2. Overview of ERIC Components and Management of Printed Tools	1 2 3 4 5 Not Relevant At All Extremely Relevant	1 2 3 4 5 Not Useful Very Useful	
3. Management of Microfiche Collection	1 2 3 4 5 Not Relevant At All Extremely Relevant	1 2 3 4 5 Not Useful Very Useful	
4. Management of Computer and Manual Searching	1 2 3 4 5 Not Relevant At All Extremely Relevant	1 2 3 4 5 Not Useful Very Useful	
5. Training and Orientation of Users	1 2 3 4 5 Not Relevant At All Extremely Relevant	1 2 3 4 5 Not Useful Very Useful	
6. Library Management Reporting	1 2 3 4 5 Not Relevant At All Extremely Relevant	1 2 3 4 5 Not Useful Very Useful	
7. Browsing Materials on Display	1 2 3 4 5 Not Relevant At All Extremely Relevant	1 2 3 4 5 Not Useful Very Useful	

CONTINUED ON OTHER SIDE

Appendix C (Concluded)

OVERALL EVALUATION

Briefly indicate what you felt to be the strengths and weaknesses of the workshop and present your recommendations for improvement. Please include comments regarding any aspects of specific activities, presentations, facilities, accommodations, the total program, etc.

Strengths	Weaknesses

General comments, recommendations:

APPENDIX D

ERIC MICROFICHE COLLECTIONS

(* Denotes participation in 1978-79 ERIC Management Workshops)

UNITED STATES

Alabama (01)

01* Auburn University
02* Samford University
03* University of Alabama in Birmingham
04* University of North Alabama
05 U.S. Army Aviation Training Library
06* Jacksonville State University
07* Livingston University
08* University of South Alabama
09* University of Montevallo
10* Alabama State University
11* Auburn University at Montgomery
12* Alabama State Department of Education
13* Alabama Agricultural and Mechanical University
14* Troy State University
15* University of Alabama

Alaska (02)

01* University of Alaska, Anchorage
02* University of Alaska-Southeast, Auke Bay
03* University of Alaska, Fairbanks
04 University of Alaska, Juneau
05* Alaska State Library

Arizona (03)

01* Northern Arizona University
02 University of Phoenix
03* Arizona Department of Education
04 Arizona State University
05* Pima County Community College
06* University of Arizona
07* Maricopa County Community College District
Analytical Studies
Phoenix, Arizona

Arkansas (04)

01* Ouachita Baptist University
02* University of Central Arkansas
03* University of Arkansas
04* Arkansas State University
05 Arkansas Library Commission
06* University of Arkansas at Little Rock
07* Southern Arkansas University
08* University of Arkansas at Pine Bluff
09 Arkansas Polytechnic College

California (05)

01* Humboldt State University
02* Azusa Pacific College
03 California State College at Bakersfield
04* University of California at Berkeley
05 California State College, Dominguez Hills
06 California State University at Chico
07 Claremont Colleges
08* Contra Costa County Department of Education
09* Los Angeles County Department of Education
10* California State University at Fresno
11* California State University at Fullerton
12 Fullerton College
13* California State University at Hayward
14 University of California at San Diego
15* California State University at Long Beach
16 Southwest Regional Laboratory for Educational Research and Development
17* University of Southern California
18* University of California, Los Angeles
19* California State University at Los Angeles
20* Pepperdine University
21 California State University at Northridge
22 Ambassador College
23* California State Polytechnic University at Pomona
24* San Mateo County Educational Resources Center (SMERC)
25* University of California at Riverside
26* Sonoma State College
27* California State Department of Education
28* California State University at Sacramento

29* California State College, San Bernardino
30* San Diego County Department of Education
31 United States International University
32* San Diego State University
33* San Francisco Public Library
34* Far West Laboratory for Educational Research and Development
35* University of San Francisco
36* San Francisco State University
37* San Jose State University
38 California Polytechnic State University at San Luis Obispo
39* University of California at Santa Barbara
40* University of the Pacific
41* California State College, Stanislaus
42* Whittier College
43* Stanford University Libraries
Green Library Receiving Room
Stanford, California
44* ERIC Clearinghouse for Junior Colleges

Colorado (06)

01* University of Colorado at Boulder
02* ERIC Clearinghouse for Social Studies/Social Science Education
03* Colorado State Library
04* University of Denver
05* U.S. Department of Health, Education, and Welfare
06* Education Commission of the States
07* Colorado State University
08* University of Northern Colorado
09* Western State College of Colorado
10 Northern Colorado Educational Board of Cooperative Services
11 Professional Library Media Center
1209 Quail Street
Lakewood, Colorado 80215

Connecticut (07)

01* University of Bridgeport
02* Western Connecticut State College
03* Area Cooperative Educational Services
04* Southern Connecticut State College
05* University of Connecticut
06 Capitol Region Education Council

Delaware (08)

01* Delaware State College

District of Columbia (09)

01* University of the District of Columbia
02* Gallaudet College
03* D.C. Public Schools
04* University of the District of Columbia-Van Ness Campus
05* University fo the District of Columbus-Harvard Street Campus Library
06 American University
07* ERIC Clearinghouse on Higher Education
08* ERIC Clearinghouse on Teacher Education
09* National Education Association
10* George Washington University
11* Howard University
12* Catholic University of America
13* Department of Health, Education and Welfare
14* National Institute of Education
15* National Institute of Education
16* Library of Congress- Science Reading Room
17* Library of Congress- Microform Reading Room

Florida (10)

01* Florida Atlantic University
02* University of Miami
03* Broward County School Board
04* Nova University
05* University of South Florida Fort Myers Campus
06* Indiana River Community College
07* University of Florida
08 Duval County School Board
09 Edward Waters College
10* University of North Florida
11 Miami-Dade Community College-New World Center Campus Library
12 Miami-Dade Community College
13* Miami-Dade Community College-South Campus Library
14* Florida International University
15* Marion County Schools
16* Florida Technological University
17* University of West Florida
18* University of Sarasota
19* University of South Florida
20* Florida Educators Information Service
21* University of South Florida
22* University of Central Florida
Orlando, Florida

Georgia (11)

01* Albany State College
02* Georgia Southwestern College
03* University of Georgia
04* Georgia State University
05* Atlanta University
06 Oglethorpe University
07* Georgia Department of Education
08* Mercer University at Atlanta
09* Augusta College
10* West Georgia College
11* Columbus College
12* North Georgia College
13* Fort Gordon
14* Georgia College
15* Berry College
16 Savannah State College
17* Armstrong State College
18* Georgia Southern College
19* Valdosta State College
20* Mercer University
Stetson Memorial Library
Macon, Georgia 31207

Hawaii (12)

01* University of Hawaii
02* Brigham Young University-Hawaii

Idaho (13)

01* Idaho State Department of Education
02* Idaho State University
03* University of Idaho
Social Science Library
Moscow, Idaho

Illinois (14)

01* Southern Illinois University at Carbondale
02* Eastern Illinois University
03* Chicago Public Library
04* Loyola University of Chicago
05* Northeastern Illinois University
06* Chicago State University
07 University of Chicago
08* University of Illinois at Chicago Circle
09* Northern Illinois University
10* Southern Illinois University
11 Northwestern University
12* National College of Education
13* College of Lake County
14* Western Illinois University
15* Illinois State University
16* Moraine Valley Community College
17* Governors State University
18* Bradley University
19* Concordia Teachers College
20* Sangamon State University
21* Illinois State Office of Education
22* University of Illinois at Urbana
23* ERIC Clearinghouse on Early Childhood Education
24* ERIC Clearinghouse on Reading and Communication Skills

Indiana (15)

01* Indiana University
02 University of Evansville
03* Saint Francis College
04* Purdue University, Hammond
05* Indiana State Library
06* Purdue University, Lafayette
07* Ball State University
08* University of Notre Dame
09* Indiana State University

Iowa (16)

01* Iowa State University
02* University of Northern Iowa
03 Drake University
04* Iowa Department of Public Instruction
05* American College Testing Program
06* University of Iowa

Kansas (17)

01* Emporia State University
02* Fort Hays State University
03* University of Kansas
04 Kansas State University
05* Johnson County Community College
06* Pittsburg State University
07* Washburn University
08* Wichita State University

Kentucky (18)

01* Western Kentucky University
02* Kentucky State Department of Education
03* Northern Kentucky University

ERIC Microfiche Collections APPENDIX D (continued)

04* University of Kentucky
05* University of Louisville
06* Morehead State University
07* Murray State University
08* Brescia College
09 Eastern Kentucky University

Louisiana (19)

01* Louisiana State University
02* Louisiana State Department of Education
03* Grambling State University
04* Southeastern Louisiana University
05* University of Southwestern Louisiana
06* McNeese State University
07* Northeast Louisiana University
08* Northwestern State University of Louisiana
09* University of New Orleans
10* Xavier University of Louisiana
11* Louisiana Tech University
12 Nichols State University

Maine (20)

01* Maine State Library
02* University of Maine at Orono

Maryland (21)

01* Anne Arundel County Public Schools
02* Towson State University
03* Loyola-Notre Dame Library
04* Coppin State College
05* Johns Hopkins University
06 University of Maryland Baltimore County
07* Maryland State Department of Education
08* ERIC Processing and Reference Facility
09* Bowie State College
10* University of Maryland
11* University of Maryland
12* University of Maryland, Eastern Shore
13* Montgomery County Public Schools
14* Salisbury State College
15* Western Maryland College

Massachusetts (22)

01* University of Massachusetts
02* Network of Innovative Schools
03 Massachusetts Teachers Association
04* Boston State College
05* Northeastern University
06* Boston Public Library-Microtext Dept.
07 Massachusetts State Department of Education, Boston
08 U.S. Office of Education/DHEW
09* Boston University
10* Bridgewater State College
11 Northeastern University
12* Lesley College
13* Harvard University
14 Massachusetts State Department of Education, Cambridge
15* Merrimack Education Center
16* Boston College
17 Fitchburg State College
18* Framingham State College
19* Northern Essex Community College
20* University of Lowell (South Campus)
21* Tufts University
22* North Adams State College
23 Quincy Public Schools
24* Salem State College
25* Springfield College
26 Curriculum Evaluation Dissemination Information Services
27* Westfield State College
28* Boston Public Library-Social Sci. Dept.
29* S.E. Massachusetts University
Library Communication Center
Technical Services
N. Dartmouth, Massachusetts 02747

Michigan (23)

01* Grand Valley State College
02* ERIC Clearinghouse on Counseling and Personnel Services
03* University of Michigan
04* Andrews University
05* Ferris State College
06 University of Michigan-Dearborn
07 Detroit Board of Education
08* Wayne State University
09* Michigan State University
10* University of Michigan-Flint
11* Western Michigan University
12* Michigan Department of Education
13* Northern Michigan University
14 Central Michigan University
15* Oakland Schools
16* Oakland University
17 Wayne County Intermediate School District
18* Eastern Michigan University

Minnesota (24)

01 Bemidji State University
02 Mankato State University
03* University of Minnesota
04* Moorhead State University
05* Saint Cloud State University
06* Minnesota State Department of Education
07* College of Saint Thomas
08* Winona State University

Mississippi (25)

01* Delta State University
02* Mississippi University for Women
03* University of Southern Mississippi
04 Mississippi State Department of Education
05* Jackson State University
06 University of Southern Mississippi Gulf Park Regional Campus
07* Meridian Junior College
08* Mississippi State University
09* University of Mississippi

Missouri (26)

01 Southeast Missouri State University
02* University of Missouri-Columbia
03 Missouri State Department of Elementary and Secondary Education
04* Missouri Southern State College
05* Kansas City Public Library (for Region VII U.S. Office of Education/DHEW)
06 Kansas City Technical Education Center
07* University of Missouri-Kansas City
08* Northeast Missouri State University
09* Southwest Missouri State University
10* St. Louis Board of Education
11* University of Missouri at St. Louis
12* Washington University
13* Central Missoui State University
14* Columbia Public School Facilitation Proj. Columbia, Missouri

Montana (27)

01* Eastern Montana College
02* Montana State University
03* Northern Montana College
04* Office of Public Instruction
05* University of Montana Missoula, Montana

Nebraska (28)

01 Chadron State College
02 Kearney State College
03* University of Nebraska at Lincoln
04* University of Nebraska at Omaha
05 Wayne State College

Nevada (29)

01* University of Nevada at Las Vegas
02* University of Nevada at Reno

New Hampshire (30)

01 New Hampshire State Department of Education
02 New England Information Center
03 University of New Hampshire
04* Dartmouth College
05* Plymouth State College

New Jersey (31)

01* Educational Improvement Center, Northeast Information Storage and Retrieval Unit
02* New Jersey Occupational Resource Center
03* Jersey City State College
04* Georgian Court College
05* Rider College
06* Educational Improvement Center of Northwest New Jersey
07 Rutgers University
08 Essex County College
09 Phillipsburg Free Public Library
10* ERIC Clearinghouse on Tests, Measurements, and Evaluation
11 Educational Improvement Center South
12 Monmouth County Library
13* Seton Hall University
14* Trenton State College
15* Kean College of New Jersey
16* Montclair State College
17* William Paterson College of New Jersey

New Mexico (32)

01* University of New Mexico
02* New Mexico State University
03* ERIC Clearinghouse on Rural Education and Small Schools

04* New Mexico Highlands University
05* Eastern New Mexico University
06* New Mexico State Library
07* Western New Mexico University

New York (33)

01* SUNY at Albany
02* New York State Library
03 Board of Cooperative Educ. Services, Belmont
04* SUNY at Binghamton
05* SUNY College at Brockport
06* Herbert H. Lehman College
07* Manhattan College
08* New York City Board of Education
09* Brooklyn College
10* SUNY at Buffalo, Lockwood Library
11* SUNY College at Buffalo, E.H. Butler Library
12* SUNY College at Cortland
13* Mercy College
14 Board of Cooperative Education Services, Elmira
15* Queens College
16* SUNY College at Fredonia
17* Adelphi University
18* SUNY College at Geneseo
19* Long Island University
20* Hofstra University
21* Cornell University
22* Queens Borough Public Library
23* St. John's University
24* Board of Cooperative Educational Services, Erie No. 1, Lancaster
25* La Guardia Community College
26* Board of Cooperative Education Services, Mexico
27* SUNY College at New Paltz
28* College of New Rochelle
29 Bernard M. Baruch College
30 New York University
31* New York Public Library
32* Hunter College
33* Fordham University
34* Bank Street College of Education
35* ERIC Clearinghouse on Urban Education
36* Columbia University
37* City University of New York-City College Library
38* City University of New York-Graduate School Library
39* Dowling College
40* New York Institute of Technology
41* SUNY at Old Westbury
42* SUNY College at Oneonta
43* SUNY College at Oswego
44* SUNY College at Plattsburgh
45 Board of Cooperative Educational Services, Plattsburgh
46* SUNY College at Potsdam
47* Rochester Institute of Technology
48* University of Rochester
49 Wagner College
50 College of Staten Island St. George Campus
51* SUNY at Stony Brook
52* Rockland Community College
53* Syracuse City School District
54* Syracuse University
55* ERIC Clearinghouse on Information Resources
56* SUNY College of Technology
57* Board of Cooperative Educational Services, Verona
58* Board of Cooperative Educational Services of Nassau County
59* Board of Cooperative Educational Services, Yorktown Heights
60 RIT Library
Rochester, New York

North Carolina (34)

01* Appalachian State University
02* Campbell College
03* University of North Carolina at Chapel Hill
04 Charlotte Mecklenburg Schools
05* University of North Carolina at Charlotte
06* Western Carolina University
07 Elizabeth City State University
08* Fayetteville State University
09* North Carolina Agricultural and Technical State University
10* University of North Carolina at Greensboro
11* East Carolina University
12* North Carolina State University
13* State Department of Public Instruction
14 University of North Carolina at Wilmington
15* Winston Salem/Forsythe County Schools
16* Library Technical Services
Bldg at 2747
Bragy, North Carolina 28307

North Dakota (35)

01* University of North Dakota ERIC Center

Ohio (36)

01* University of Akron
02* Ashland College
03* Ohio University
04* Baldwin-Wallace College
05* Bowling Green State University
06 Wright State University
07* Xavier University
08* University of Cincinnati
09* Cleveland State University
10* ERIC Clearinghouse on Adult, Career, and Vocational Education
11* Ohio State University
12* ERIC Clearinghouse for Science, Mathematics, and Environmental Education
13* Ohio State Library
14* Ohio Education Association
15* Wright State University
16* Kent State University
17 Miami University
18 Wright State University-Piqua Branch
19* University of Toledo
20* Central State University
21* Youngstown State University
22* University of Dayton
Library-Acquisitions
Dayton, Ohio 45469

Oklahoma (37)

01* East Central Oklahoma State University
02* Northwestern Oklahoma State University
03* Central State University
04* University of Oklahoma
05* Oklahoma Baptist University
06* Oklahoma State University
07* Northeastern Oklahoma State University
08* University of Tulsa
09* Southwestern Oklahoma State University
10* Bethany Nazarene College
R.T. Williams Library
Bethany, Oklahoma 73008

Oregon (38)

01 Southern Oregon State College
02* Oregon State University
03* University of Oregon
04* Oregon College of Education
05* Northwest Regional Educational Laboratory
06* Portland State University
07* Oregon State Department of Education
08* ERIC Clearinghouse on Educational Management

Pennsylvania (39)

01* Bloomsburg State College
02* California State College
03* Cheyney State College
04 Clarion State College
05* East Stroudsburg State College
06* Edinboro State College
07* State Library of Pennsylvania
08 Indiana University of Pennsylvania
09* Research and Information Services for Education
10* Regional Resources Center
11* Kutztown State College
12* Lock Haven State College
13* Mansfield State College
14* Pennsylvania State University Capitol Campus
15 Millersville State College
16* Bucks County Community College
17* School District of Philadelphia
18* Research for Better Schools, Inc.
19* Temple University
20* Saint Joseph's College
21* University of Pittsburgh
22* Shippensburg State College
23* Slippery Rock State College
24* Pennsylvania State University
25* West Chester State College
26* Wilkes College
27* King's College
28* Department of Health, Education and Welfare, Region III
P.O. Box 13716
Philadelphia, Pennsylvania 19101

Rhode Island (40)

01 University of Rhode Island
02* Rhode Island College
03* Rhode Island Dept. of Education
Dissemination Services
Providence, Rhode Island

South Carolina (41)

01 Charleston County Public Schools
02* Citadel Military College
03* Clemson University
04* South Carolina State Library
05 Darlington County School District
06* South Carolina State College
07* Winthrop College
08 University of South Carolina-Spartanburg

South Dakota (42)

01 South Dakota State Library
02* University of South Dakota

Tennessee (43)

01* University of Tennessee at Chattanooga
02 Austin Peay State University
03* Tennessee Technological University
04* East Tennessee State University
05* University of Tennessee at Knoxville
06* Memphis State University
07* Middle Tennessee State University
08* Tennessee State University
09* George Peabody College for Teachers
10* University of Tennessee at Nashville
11 Tennessee State Department of Education

Texas (44)

01* Abilene Christian University
02 Southwest Educational Development Laboratory
03* Project CITE Resource Center
04* Texas Education Agency
05* University of Texas at Austin
06 Lamar University
07* West Texas State University
08* Texas A & M University
09* East Texas State University
10* Corpus Christi State University
11* Crystal City Independent School District
12* Dallas Public Library
13 Dallas Baptist College
14* North Texas State University
15* Texas Woman's University
16* Pan American University
17* Education Service Center, El Paso
18* University of Texas at El Paso
19* University of Houston Central Campus
20* Texas Southern University
21* University of Houston at Clear Lake City
22* Houston Baptist University
23* Sam Houston State University
24* University of Dallas
25* Central Texas College
26* Texas A & I University at Kingsville
27* Laredo State University
28 Education Service Center, Lubbock
29 Texas Tech University
30 Education Service Center, Mt. Pleasant
31* Stephen F. Austin State University
32 Ector County Independent School District
33* University of Houston at Clear Lake City, Pasadena
34* Prairie View Agricultural and Mechanical University
35 Education Service Center, Richardson
36* University of Texas at Dallas
37* Angelo State University
38* Trinity University
39* Our Lady of the Lake University
40* University of Texas at San Antonio
41* Southwest Texas State University
42* Tarleton State University
43* East Texas State University at Texarkana
44* Texas College
45* Texas Eastern University
46* Southwest Texas Junior College
47* University of Houston Victoria Campus
48* Baylor University
49 Texas State Technical Institute
50* Midwestern State University
51 Education Service Center, Wichita Falls
52* University of Texas
Odessa, Texas
53* Education Service Center
Region XIII
Austin, Texas
54* Houston Public Library
Serials Department
Houston, Texas
55* University of Texas
Health Science Center
San Antonio, Texas
56* St. Mary's University
San Antonio, Texas

Utah (45)

01* Utah State University
02* Weber State College

03 Brigham Young University
04* Utah State Board of Education
05 University of Utah

Vermont (46)

01* ERIC/VERB System
02* University of Vermont
Bailey Library
Burlington, Vermont 05405

Virginia (47)

01* Alexandria City Schools
02* Arlington Public Schools
03* ERIC Clearinghouse on Languages and Linguistics
04* Virginia Polytechnic Institute and State University
05* University of Virginia
06* Fairfax County Public Schools
07 George Mason University
08 ERIC Clearinghouse on Reading and Communication Skills
09* U.S. Army Transportation School
10* Hampton Institute
11* Madison College
12* Lynchburg College
13* Old Dominion University
14* Virginia State College
15* Virginia Polytechnic Institute and State University-Northern
16* ERIC Clearinghouse on Handicapped and Gifted Children
17* Virginia State Department of Education
18* Virginia State Rehabilitative School Authority
19* Virginia Commonwealth University
20* College of William and Mary
21 Radford College
Radford, Virginia

Washington (48)

01* Bellevue Public Schools
02* Western Washington State University
03 Eastern Washington University
04* Central Washington University
05 State Superintendent of Public Instruction
06 Educational Service District No. 123
07* Washington State University
08 Seattle School District No.1
09* Seattle Pacific University
10 Education Service District No. 110
11 University of Washington
12* Seattle University
Seattle, Washington 98122
13* SPI Resource Information Center
Old Capital Building
Olympia, Washington

West Virginia (49)

01 Bluefield State College
02* West Virginia State Department of Education
03* Appalachia Educational Laboratory, Inc.
04* Glenville State College
05* Marshall University
06* West Virginia College of Graduate Studies
07* West Virginia Institute of Technology
08 West Virginia University, Spec. Ed. Dept.
09* West Virginia University, Library
10 Salem College

Wisconsin (50)

01 University of Wisconsin-Eau Claire
02 University of Wisconsin-Parkside
03* University of Wisconsin-LaCrosse
04* Wisconsin Board of Vocational, Technical and Adult Education
05* Wisconsin Department of Public Instruction
06* Madison Metropolitan School District
07* University of Wisconsin-Madison
08* University of Wisconsin-Stout
09* University of Wisconsin-Milwaukee
10* Alverno College
11* Unversity of Wisconsin-Oshkosh
12* Waukesha County Technical Institute
13* University of Wisconsin at Platteville
14 University of Wisconsin at River Falls
15* University of Wisconsin
16* University of Wisconsin-Whitewater

Wyoming (51)

01 Wyoming State Department of Education
02 University of Wyoming

ERIC Microfiche Collections APPENDIX D (continued)

UNITED STATES TERRITORIES

Guam (52)

01 University of Guam

Puerto Rico (53)

01 Inter American University of Puerto Rico
San Juan Campus
02 Catholic University of Puerto Rico
03 University of Puerto Rico
04 University of the Sacred Heart
05 Interamerica University of Puerto Rico
San Guma, Puerto Rico

Virgin Islands (54)

01* College of the Virgin Islands, St. Croix
02 College of the Virgin Islands, St. Thomas

FOREIGN

Australia (55)

01 National Library of Australia
02 Melbourne State College
03 Monash University
04 North Brisbane College of Advanced Education
05 Kelvin Grove College of Teacher Education
06 Mount Gravatt Teachers College
07 University of New England
08 Macquarie University
09 New South Wales Department of Education
10 Western Australian Institute of Technology
11 University of Queensland
12 Canberra Teaching. R.C.
13 Kelvin Grove College of Advanced Education
14 Australia Council for Ed. Res.
Hawthorne Victoria, Australia

Canada (56)

01 Brandon University
02 Calgary Board of Education
03 University of Calgary
04 Mount Royal College
05 Universite du Quebec a Chicoutimi
06 University of Alberta
07* University of Guelph
08 Board of Education for City of Hamilton
09 Queen's University
10 University of Lethbridge
11 University of Western Ontario
12 Universite de Moncton
13 Universite de Montreal
14 Centre de Documentation- S.G.M.E.
15 McGill University
16 Universite du Quebec a Montreal
17 Concordia University
18* National Library of Canada
19 University of Ottawa
20 Universite Laval
21 Ministere des Communications
22 Universite du Quebec
23 Saskatchewan Department of Education
24 University of Regina
25 Mount Allison University
26 University of Saskatchewan
27 Universite de Sherbrooke
28* Brock University
29 Memorial University of Newfoundland
30* Toronto Metropolitan Separate School Board
31* Toronto Board of Education
32* Ontario Institute for Studies in Education
33 Universite du Quebec a Trois Rivieres
34 Nova Scotia Teachers College
35 University of British Columbia
36 University of Victoria
37* Borough of North York
38* University of Windsor
39 Manitoba Department of Education
40 University of Manitoba

Costa Rica (57)

01 National University

Denmark (58)

01 National Library of Education

England (59)

01 British Library
02* Liverpool University
Liverpool, England

Germany (60)

01 Paedagogisches Zentrum
02 August Baader Buchhandlung
03 U.S. Dependent Schools European Area
04 Universitat Bielefeld

Hong Kong (61)

01 Chinese University of Hong Kong

Iran (62)

01 National Iranian Radio and Television

Jamaica (63)

01 Ministry of Education, Government of Jamaica

Japan (64)

01 U.S. Asiatic Company Limited
02 University of Tsukuba
03 Kinokuniya Bookstore Company, Limited

Mexico (65)

01 ARMO National Service

Netherlands (66)

01 Bernard van Leer Foundation
02 Ministry of Education and Science

New Zealand (67)

01 National Library of New Zealand

Norway (68)

01 Norwegian Royal University

Philippines (69)

01 Ateneo De Manila University

Saudi Arabia (70)

01 University of Petroleum and Minerals
02 Ministry of Education

Sweden (71)

01 National Library for Psychology and Education

Switzerland (72)

01 UNESCO - International Bureau of Education

APPENDIX E-1

USER ASSISTANCE SERVICES PROVIDED BY ERIC STANDING ORDER CUSTOMERS (SOCs)

ERIC SOCs Providing Data		Reference Assistance		Orientation to ERIC	
Type of Organization	n	no. SOCs	%n	no. SOCs	%n
College or University	406	402	99	376	93
State Agency	26	22	85	23	88
School System	22	21	95	16	73
Information Center	17	15	88	14	82
Public Library	6	6	100	5	83
Federal Agency	6	6	100	2	33
R & D Center	4	4	100	4	100
Other	8	8	100	8	100
All Organiz.	495	484	98	448	91

APPENDIX E-2

MICROFICHE (MF) SERVICES PROVIDED BY ERIC STANDING ORDER CUSTOMERS (SOCs)

ERIC SOCs Providing Data		Circulation of MF		Circulation of MF Readers	
Type of Organization	n	no. SOCs	%n	no. SOCs	%n
College or University	406	231	57	62	15
State Agency	26	20	77	7	27
School System	22	15	68	4	18
Information Center	17	11	65	1	6
Public Library	6	2	33	0	0
Federal Agency	6	2	33	0	0
R & D Center	4	3	75	1	25
Other	8	6	75	2	25
All Organiz.	495	290	59	77	16

APPENDIX E-3

DATA BASE SEARCH SERVICES PROVIDED BY ERIC STANDING ORDER CUSTOMERS (SOCs)

ERIC SOCs Providing Data		Manual Searching		Computer Searching		Search Referral	
Type of Organization	n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n
College or University	406	321	79	246	61	146	36
State Agency	26	23	88	19	73	10	38
School System	22	20	91	10	45	8	36
Information Center	17	16	94	14	82	9	53
Public Library	6	6	100	2	33	5	83
Federal Agency	6	5	83	1	17	1	17
R & D Center	4	4	100	4	100	1	25
Other	8	7	88	6	75	3	38
All Organiz.	495	402	81	302	61	183	37

APPENDIX E-4

REPRODUCTION SERVICES PROVIDED BY ERIC STANDING ORDER CUSTOMERS (SOCs)

ERIC SOCs Providing Data		Duplication of Microfiche		Paper Copies From Microfiche		Copy Machines		Order Copies From EDRS	
Type of Organization	n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n
College or University	406	165	41	388	96	102	25	119	29
State Agency	26	19	73	24	92	4	15	12	46
School System	22	8	36	22	100	4	18	13	59
Information Center	17	12	71	16	94	1	6	6	35
Public Library	6	2	33	6	100	1	17	0	0
Federal Agency	6	2	33	5	83	0	0	1	17
R & D Center	4	2	50	4	100	1	25	3	75
Other	8	3	38	8	100	1	12	3	38
All Organiz.	495	213	43	473	96	114	23	157	32

APPENDIX F-1

NUMBER OF PERSONS PARTICIPATING PER YEAR IN USER TRAINING AND ORIENTATION ACTIVITIES CONDUCTED BY ERIC STANDING ORDER CUSTOMERS (SOCs)

ERIC SOCs Providing Data							
Type of Organization	n	Individual Assistance On Request	General Orientations to Library Services	Information Science Class Presentations	Other Class Presentations	Other Orientation Activities	All Orientation Activities
College or University	334	145,186	103,005	79,185	29,463	10,371	367,210
State Agency	20	1,406	478	285	25	190	2,384
School System	13	2,430	2,310	150	462	30	5,382
Information Center	10	555	800	980	325	6,565	9,225
Public Library	5	3,570	110	75	20	25	3,800
Federal Agency	1	150	400	150	0	0	700
R & D Center	3	17	0	0	5	0	22
Other	5	180	575	0	30	0	785
All Organiz.	391	153,494	107,678	80,825	30,330	17,181	389,508

APPENDIX F-2
(Page 1 of 2 pages)

PARTICIPATION PER YEAR IN USER TRAINING AND ORIENTATION ACTIVITIES CONDUCTED BY ERIC STANDING ORDER CUSTOMERS (SOCs)

ERIC SOCs Providing Data		Individual Assistance On Request			General Orientations to Library Services			Presentations in Information Science Classes		
Type of Organization	n	Mean	Median	Range	Mean	Median	Range	Mean	Median	Range
College or University	334	434.7	149.6	0-8,000	308.4	100.0	0-6,000	237.1	75.0	0-4,000
State Agency	20	70.3	24.8	0-400	23.9	1.1	0-200	14.2	3.1	0-150
School System	13	186.9	50.0	0-1,100	177.7	4.3	0-1,200	11.5	6.2	0-150
Information Center	10	55.5	17.5	0-200	80.0	21.4	0-500	98.0	10.0	0-800
Public Library	5	714.0	843.3	50-1,000	22.0	3.3	0-60	15.0	9.4	0-75
Federal Agency	1	150.0	150.0	150-150	400.0	400.0	400-400	150.0	150.0	150-150
R & D Center	3	5.7	5.0	0-12	0.0	0.0	0-0	0.0	0.0	0-0
Other	5	36.0	35.0	25-50	115.0	30.0	0-500	0.0	0.0	0-0
All Organiz.	391	393.5	100.3	0-8,000	276.8	74.9	0-6,000	206.3	40.3	0-4,000

APPENDIX F-2
(Page 2 of 2 pages)

PARTICIPATION PER YEAR IN USER TRAINING AND ORIENTATION ACTIVITIES CONDUCTED BY ERIC STANDING ORDER CUSTOMERS (SOCs)

ERIC SOCs Providing Data		Presentations in Other Classes			Other Means of Training or Orientation			All Training and Orientation Activities		
Type of Organization	n	Mean	Median	Range	Mean	Median	Range	Mean	Median	Range
College or University	334	88.2	0.4	0-3,000	31.1	0.1	0-5,000	1,099.5	600.5	1-12,500
State Agency	20	1.2	0.3	0-15	9.5	1.2	0-100	119.2	45.5	5-750
School System	13	35.5	0.3	0-450	2.3	0.9	0-20	414.1	219.8	1-2,900
Information Center	10	32.5	8.3	0-100	656.5	1.7	0-6,000	922.6	202.0	11-6,000
Public Library	5	4.0	2.5	0-20	5.0	3.1	0-25	760.0	1000.0	120-1,135
Federal Agency	1	0.0	0.0	0-0	0.0	0.0	0-0	700.0	700.0	700-700
R & D Center	3	1.7	1.2	0-5	0.0	0.0	0-0	7.3	6.8	5-12
Other	5	6.0	3.8	0-30	0.0	0.0	0-0	157.0	90.0	25-550
All Organiz.	391	77.3	0.3	0-3,000	43.7	0.1	0-6,000	997.7	549.9	1-12,500

APPENDIX G

INSTRUCTIONAL AND ORIENTATION MATERIALS ABOUT ERIC DEVELOPED BY STANDING ORDER CUSTOMERS (SOCs)

ERIC SOCs Providing Data		Printed Handouts		Audio/Visual Materials		Self-Instructional Units		Other	
Type of Organization	n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n
College or University	261	203	78	89	34	66	25	47	18
State Agency	13	9	69	4	31	3	23	4	31
School System	7	5	71	3	43	1	14	2	29
Information Center	9	9	100	5	56	3	33	1	11
Public Library	1	1	100	0	0	0	0	0	0
Federal Agency	1	1	100	0	0	1	100	0	0
R & D Center	3	2	67	0	0	1	33	1	33
Other	6	5	83	2	33	0	0	0	0
All Organiz.	301	235	78	103	34	75	25	55	18

APPENDIX H-1

SUBSCRIPTIONS OF RESOURCES IN EDUCATION (RIE) INDEXES AT ERIC STANDING ORDER CUSTOMERS (SOCs) LOCATIONS

ERIC SOCs Providing Data		Monthly Index			Semiannual Index		
Type of Organization	n	Mean	Mode	Range	Mean	Mode	Range
College or University	378	1.3	1	0-10	1.3	1	0-30
State Agency	24	1.9	1	1-10	1.8	1	1-10
School System	18	1.0	1	1-1	0.9	1	0-1
Information Center	14	3.5	1	1-34	0.9	1	0-2
Public Library	6	1.3	1	1-2	0.8	1	0-1
Federal Agency	3	1.0	1	1-1	1.0	1	1-1
R & D Center	3	1.3	1	1-2	1.0	1	1-1
Other	6	1.2	1	1-2	1.0	1	0-2
All Organiz.	452	1.4	1	0-34	1.2	1	0-30

APPENDIX H-2

SUBSCRIPTIONS OF CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE) AT ERIC STANDING ORDER CUSTOMERS (SOCs) LOCATIONS

ERIC SOCs Providing Data		Monthly Index			Semiannual Index		
Type of Organization	n	Mean	Mode	Range	Mean	Mode	Range
College or University	378	1.0	1	0-10	1.0	1	0-10
State Agency	24	1.1	1	0-8	1.2	1	0-8
School System	18	0.7	1	0-1	1.1	1	0-6
Information Center	14	1.1	1	1-2	0.9	1	0-2
Public Library	6	0.8	1	0-1	0.8	1	0-1
Federal Agency	3	0.7	1	0-1	0.7	1	0-1
R & D Center	3	1.0	1	1-1	1.0	1	1-1
Other	6	1.2	1	1-2	1.0	1	0-2
All Organiz.	452	1.0	1	0-10	1.0	1	0-10

APPENDIX H-3

COPIES OF CUMULATIVE INDEXES AT ERIC STANDING ORDER CUSTOMERS (SOCs) LOCATIONS

ERIC SOCs Providing Data		Cumulative Title Index			Institional Service index		
Type of Organization	n	Mean	Mode	Range	Mean	Mode	Range
College or University	378	0.4	0	0-3	0.3	0	0-6
State Agency	24	0.6	0	0-4	0.5	0	0-4
School System	18	1.1	0	0-10	0.3	0	0-2
Information Center	14	0.4	0	0-1	2.8	0	0-37
Public Library	6	0.3	0	0-1	0.2	0	0-1
Federal Agency	3	0.3	0	0-1	0.3	0	0-1
R & D Center	3	0.0	0	0-0	0.0	0	0-0
Other	6	0.3	0	0-1	0.2	0	0-1
All Organiz.	452	0.4	0	0-10	0.3	0	0-37

APPENDIX H-4

COPIES OF THE ERIC THESAURUS AT ERIC STANDING ORDER CUSTOMERS (SOCs) LOCATIONS

ERIC SOCs Providing Data				
Type of Organization	n	Mean	Mode	Range
College or University	378	2.4	1	0-30
State Agency	24	4.7	1	1-25
School System	18	2.4	1	0-7
Information Center	14	3.6	1	1-12
Public Library	6	1.7	1	1-3
Federal Agency	3	2.3	1	1-5
R & D Center	3	3.3	4	2-4
Other	6	4.7	1	1-20
All Organiz.	452	2.6	1	0-30

APPENDIX I

MICROFICHE (MF) READERS AVAILABLE AT ERIC STANDING ORDER CUSTOMERS (SOCs)

ERIC SOCs Providing Data Type of Organization	n	MF Reader/Printer			MF Reader Only, Stationary			MF Reader Only, Portable			All Types of MF Readers		
		Mean	Mode	Range	Mean	Mode	Range	Mean	Mode	Range	Mean	Mode	Range
College or University	388	1.8	1	0-30	6.2	6	0-135	2.8	0	0-100	10.7	5	1-180
State Agency	25	1.8	1	0-5	1.6	0	0-10	5.0	2	0-25	8.4	6	2-30
School System	18	1.3	1	1-2	1.4	0	0-4	2.9	0	0-8	5.7	5	1-12
Information Center	15	1.6	1	0-4	1.3	0	0-6	8.3	2	0-50	11.2	5	1-58
Public Library	6	1.7	1	0-4	8.3	4	1-30	0.2	0	0-1	10.2	5	2-35
Federal Agency	3	1.7	1	1-3	0.0	0	0-0	1.7	0	0-5	3.3	1	1-8
R & D Center	4	1.5	1	1-2	0.5	0	0-1	1.5	0	0-4	3.5	3	2-5
Other	6	1.0	1	1-1	1.8	0	0-4	2.5	2	0-7	5.3	4	2-10
All Organiz.	465	1.8	1	0-30	5.5	0	0-135	3.0	0	0-100	10.3	9	1-180

APPENDIX J-1

ERIC STANDING ORDER CUSTOMERS (SOCs) SEARCHING NON-ERIC COMPUTER DATA BASES

ERIC SOCs Providing Data		Yes		No	
Type of Organization	n	no. SOCs	%n	no. SOCs	%n
College or University	237	196	83	41	17
State Agency	20	16	80	4	20
School System	12	5	42	7	58
Information Center	11	9	82	2	18
Public Library	0	0	0	0	0
Federal Agency	0	0	0	0	0
R & D Center	3	3	100	0	0
Other	5	5	100	0	0
All Organiz.	288	234	81	54	19

APPENDIX J-2

NON-ERIC DATA BASES MOST FREQUENTLY USED BY STANDING ORDER CUSTOMERS (SOCs) WHEN CONDUCTING COMPUTER SEARCHES

ERIC SOCs Providing Data		Psych Abstracts		Comp. Diss. Abstracts		Social Sci. Search (SSCI)		Except. Child Ed. Resources (ECER)		Sociol. Abstracts		Agricola		ABI/ Inform.		Life Sci. Data Bases		Other Data Bases	
Type of Organization	n	SOCs	%n	SOCs	%n	SOCs	%n	SOCs	%n	SOCs	%n	SOCs	%n	SOCs	%n	SOCs	%n	SOCs	%n
College or University	171	146	85	40	23	31	18	23	13	16	10	9	9	18	11	52	30	65	38
State Agency	15	13	87	4	27	2	13	8	53	0	0	2	13	1	7	1	7	9	60
School System	4	2	50	0	0	1	25	2	50	1	25	0	0	0	0	0	0	2	50
Information Center	9	6	67	4	45	2	23	2	23	0	0	0	0	1	12	0	0	5	56
Public Library	0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Federal Agency	1	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100
R & D Center	3	1	33	0	0	0	0	0	0	1	33	0	0	0	0	0	0	2	67
Other	5	4	80	3	60	1	20	0	0	0	0	1	20	0	0	1	20	3	60
All Organiz.	208	173	83	51	25	37	18	35	18	18	9	12	6	20	10	54	26	87	42

* No data available

APPENDIX K

LOCATION OF ERIC MICROFICHE AND RELATED COMPONENTS WITHIN ERIC STANDING ORDER CUSTOMER (SOC) FACILITIES

ERIC SOCs Providing Data		Same Room		Different Rooms on Same Floor		Different Floors in Same Building		More Than One Building	
Type of Organization	n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n
College or University	379	138	36	104	27	116	31	21	6
State Agency	25	18	72	6	24	1	4	0	0
School System	17	12	70	2	12	2	12	1	6
Information Center	14	9	64	5	36	0	0	0	0
Public Library	6	1	17	2	33	3	50	0	0
Federal Agency	2	2	100	0	0	0	0	0	0
R & D Center	3	0	0	3	100	0	0	0	0
Other	8	4	50	4	50	0	0	0	0
All Organiz.	454	184	40	126	28	122	27	22	5

APPENDIX L-1

NUMBER OF PERSONS USING ERIC MICROFICHE COLLECTION AND PRINTED TOOLS DURING TYPICAL YEAR AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

ERIC SOCs Providing Data Type of Organization	n	Graduate Students	Under-Graduate Students	School Teachers	In-House Staff	College Faculty	Administrators	General Public	Government Staff	Others	All Users
College or University	306	826,000	597,550	121,450	97,400	115,650	66,300	74,350	15,700	81,300	1,995,700
State Agency	18	5,300	2,400	29,500	11,300	2,600	11,450	7,700	4,400	200	74,850
School System	18	9,050	3,150	42,400	3,400	5,800	15,850	3,300	10,000	0	92,950
Information Center	16	8,600	30,150	8,650	43,550	2,550	7,250	9,150	3,800	39,000	152,700
Public Library	6	4,900	2,500	1,850	1,150	500	150	2,050	100	0	13,200
Federal Agency	3	2,500	250	2,500	1,000	0	500	2,500	0	0	9,250
R & D Center	4	0	0	750	1,750	0	1,000	550	0	0	4,050
Other	5	1,100	100	100	2,500	50	100	100	50	550	4,650
All Organiz.	6	857,450	636,100	207,200	162,050	127,150	102,600	99,700	34,050	121,050	2,347,350

APPENDIX L-2

TYPES OF PERSONS USING ERIC MICROFICHE COLLECTION AND PRINTED TOOLS DURING TYPICAL YEAR AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

ERIC SOCs Providing Data		Percent of ERIC Users									
Type of Organization	n	Graduate Students	Under-Graduate Students	School Teachers	In-House Staff	College Faculty	Administrators	General Public	Government Staff	Others	All Users
College or University	306	41	30	6	5	6	3	4	1	4	100
State Agency	18	7	3	40	15	3	16	10	6	*	100
School System	18	10	3	45	4	6	17	4	11	*	100
Information Center	16	6	20	6	28	2	5	6	2	25	100
Public Library	6	37	19	14	9	4	1	15	1	*	100
Federal Agency	3	27	3	27	11	*	5	27	*	*	100
R & D Center	4	*	*	18	43	*	25	14	*	*	100
Other	5	24	2	2	54	1	2	2	1	12	100
All Organiz.	376	37	27	9	7	6	4	4	1	5	100

APPENDIX L-3
(Page 1 of 5 pages)

USERS OF ERIC MICROFICHE COLLECTION AND PRINTED TOOLS DURING TYPICAL YEAR AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

ERIC SOCs Providing Data		Number of Persons					
		Graduate Students			Undergraduate Students		
Type of Organization	n	Mean	Median	Range	Mean	Median	Range
College or University	306	2699.3	1019.2	0-49,950	1952.8	766.2	0-25,000
State Agency	18	294.4	125.0	0-1,500	133.3	41.7	0-500
School System	18	502.8	108.3	0-2,500	175.0	20.0	0-1,000
Information Center	16	537.5	125.0	0-4,000	1884.4	100.0	0-25,000
Public Library	6	816.7	300.0	0-2,500	416.7	125.0	0-1,250
Federal Agency	3	833.3	1000.0	0-1,500	83.3	62.5	0-250
R & D Center	4	0.0	0.0	0-0	0.0	0.0	0-0
Other	5	220.0	33.3	0-1,000	20.0	12.5	0-100
All Organiz.	376	2285.6	976.7	0-49,950	1698.7	508.8	0-25,000

APPENDIX L-3
(Page 2 of 5 pages)

USERS OF ERIC MICROFICHE COLLECTION AND PRINTED TOOLS DURING TYPICAL YEAR AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

ERIC SOCs Providing Data		Number of Persons					
		School Teachers			In-House Staff		
Type of Organization	n	Mean	Median	Range	Mean	Median	Range
College or University	306	396.9	44.4	0-25,000	318.3	60.3	0-15,000
State Agency	18	1638.9	175.0	0-20,000	627.8	250.0	0-3,250
School System	18	2355.6	375.0	0-15,750	188.9	12.5	0-2,250
Information Center	16	540.6	225.0	0-2,100	2721.9	150.0	0-25,000
Public Library	6	308.3	75.0	0-1,250	191.7	200.0	0-500
Federal Agency	3	833.3	625.0	0-2,500	333.3	250.0	0-750
R & D Center	4	187.5	125.0	0-750	437.5	375.0	250-1,000
Other	5	20.0	12.5	0-100	500.0	500.0	0-1,250
All Organiz.	376	549.5	55.0	0-25,000	428.8	67.2	0-25,000

APPENDIX L-3
(Page 3 of 5 pages)

USERS OF ERIC MICROFICHE COLLECTION AND PRINTED TOOLS DURING TYPICAL YEAR AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

ERIC SOCs Providing Data		Number of Persons					
		College Faculty			Administration		
Type of Organization	n	Mean	Median	Range	Mean	Median	Range
College or University	306	377.9	163.5	0-8,250	216.7	24.0	0-25,000
State Agency	18	144.4	37.5	0-1,250	636.1	150.0	0-3,750
School System	18	322.2	7.1	0-5,000	880.6	225.0	0-3,750
Information Center	16	159.4	11.4	0-2,000	453.1	250.0	0-2,000
Public Library	6	83.3	62.5	0-250	25.0	12.5	0-100
Federal Agency	3	0.0	0.0	0-0	166.7	125.0	0-500
R & D Center	0	0.0	0.0	0-0	250.0	166.7	0-1,000
Other	5	10.0	6.3	0-50	20.0	125.0	0-100
All Organiz.	376	338.2	123.9	0-8,250	272.3	30.8	0-25,000

APPENDIX L-3
(Page 4 of 5 pages)

USERS OF ERIC MICROFICHE COLLECTION AND PRINTED TOOLS DURING TYPICAL YEAR AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

ERIC SOCs Providing Data		Number of Persons					
		General Public			Government Staff		
Type of Organization	n	Mean	Median	Range	Mean	Median	Range
College or University	306	243.0	13.4	0-30,000	51.3	1.3	0-5,000
State Agency	18	427.8	75.0	0-3,150	244.4	25.0	0-1,750
School System	18	183.3	15.9	0-1,000	555.6	294.1	0-10,000
Information Center	16	571.9	25.0	0-8,000	237.5	25.0	0-2,500
Public Library	6	341.7	125.0	0-1,500	16.7	10.0	0-100
Federal Agency	3	833.3	625.0	0-2,500	0.0	0.0	0-0
R & D Center	4	137.5	25.0	0-500	0.0	0.0	0-0
Other	5	20.0	16.7	0-50	10.0	6.3	0-50
All Organiz.	376	263.8	15.5	0-30,000	90.1	2.6	0-10,000

APPENDIX L-3
(Page 5 of 5 pages)

USERS OF ERIC MICROFICHE COLLECTION AND PRINTED TOOLS DURING TYPICAL YEAR AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

ERIC SOCs Providing Data		Number of Persons					
		Others			All Users		
Type of Organization	n	Mean	Median	Range	Mean	Median	Range
College or University	306	265.7	1.6	0-35,500	6521.9	3025.0	50-67,500
State Agency	18	11.1	5.9	0-200	4158.3	1525.0	100-27,500
School System	18	0	0	0-0	5163.9	1075.0	50-21,750
Information Center	16	2437.5	17.3	0-38,350	9543.8	1475.0	200-50,100
Public Library	6	0.0	0.0	0-0	2200.0	1000.0	200-4,500
Federal Agency	3	0.0	0.0	0-0	3083.3	2500.0	1,500-5,250
R & D Center	4	0.0	0.0	0-0	1012.5	325.0	250-2,500
Other	5	110.0	16.7	0-500	930.0	800.0	200-1,550
All Organiz.	376	320.2	1.7	0-38,350	6247.2	2625.0	50-67,500

APPENDIX M-1

ESTIMATED PROPORTIONS OF CLIENTELE REASONS FOR USING ERIC MATERIALS AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

ERIC SOCs Providing Data Type of Organization	n	Write Course Papers	Prepare Theses & Diss.	Review Litera- ture	Identify Techniques	Prepare Proposals	Maintain Current Awareness	Solve Problems	Collect Data	Develop Curricu- lum
College or University	301	42%	31%	7%	4%	4%	4%	3%	4%	1%
State Agency	18	5%	7%	7%	17%	7%	6%	39%	2%	10%
School System	17	20%	25%	14%	9%	6%	13%	8%	3%	2%
Information Center	15	12%	15%	25%	14%	10%	9%	3%	5%	7%
Public Library	6	74%	12%	2%	5%	1%	*	2%	2%	2%
Federal Agency	3	29%	19%	6%	12%	25%	3%	6%	*	*
R & D Center	4	4%	2%	11%	25%	5%	8%	8%	5%	32%
Other	7	65%	7%	8%	7%	4%	3%	*	1%	5%
All Organiz.	371	39%	29%	8%	6%	5%	4%	4%	3%	2%

* Reasons stated too seldom to warrant ranking.

APPENDIX M-2

RANK ORDER OF PRIMARY REASONS GIVEN BY ERIC STANDING ORDER CUSTOMERS (SOCs) FOR CLIENTELE USE OF ERIC MATERIALS

ERIC SOCs Providing Data										
Type of Organization	n	Write Course Papers	Prepare Theses & Diss.	Review Literature	Identify Techniques	Prepare Proposals	Maintain Current Awareness	Solve Problems	Collect Data	Develop Curriculum
College or University	301	1	2	3	4.5	4.5	6.5	8	6.5	9
State Agency	18	8	5	5	2	5	7	1	9	3
School System	17	2	1	3	5	7	4	6	8	9
Information Center	15	4	2	1	3	5	6	8	9	7
Public Library	6	1	2	5.5	3	8	*	5.5	5.5	5.5
Federal Agency	3	1	3	5.5	4	2	7	5.5	*	*
R & D Center	4	8	9	3	2	6.5	4.5	4.5	6.5	1
Other	7	1	3.5	2	3.5	6	7	*	8	5
All Organiz.	371	1	2	3	4	5	6.5	6.5	8	9

* Reasons stated too seldom to warrant ranking.

APPENDIX N

COMPUTER AND MANUAL SEARCHES OF ERIC DATA BASE BY ERIC STANDING ORDER CUSTOMERS (SOCs)

ERIC SOCs Providing Data		Number of Computer Searches				Number of Manual Searches			
Type of Organization	n	Mean	Median	Range	Total Annual Searches	Mean	Median	Range	Total Annual Searches
College or University	309	398.5	83.0	0-25,000	123,150	588.0	65.2	0-15,000	181,700
State Agency	21	1150.0	625.0	0-5,600	24,150	440.5	230.0	0-3,700	9,250
School System	17	520.6	50.0	0-3,250	8,850	538.2	137.5	0-4,500	9,150
Information Center	14	625.0	225.0	0-3,500	8,750	435.7	125.0	0-1,750	6,100
Public Library	5	0.0	0.0	0-0	0	100.0	100.0	50-150	500
Federal Agency	2	1000.0	1000.0	0-2,000	2,000	0.0	0.0	0-0	0
R & D Center	4	312.5	125.0	0-1,000	1,250	125.0	125.0	0-250	500
Other	5	110.0	100.0	0-250	550	270.0	200.0	0-750	1,350
All Organiz.	377	447.5	89.1	0-25,000	168,700	553.2	89.8	0-15,000	208,550

APPENDIX O-1

ANNUAL USE OF ERIC MICROFICHE TITLES AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

ERIC SOCs Providing Data		Number of Microfiche Titles			
Type of Organization	n	Mean	Median	Range	Total Annual Use
College or University	299	8,344.6	3,762.5	0-438,450	2,495,050
State Agency	18	23,286.1	3,375.0	150-224,750	419,150
School System	13	10,980.8	2,500.0	50-67,500	142,750
Information Center	11	26,254.5	5,062.5	100-200,000	288,800
Public Library	5	1,580.0	1,225.0	500-3,750	7,900
Federal Agency	2	10,000.0	10,000.0	0-20,000	20,000
R & D Center	3	9,833.3	3,750.0	750-25,000	29,500
Other	4	1,125.0	1,125.0	250-2,000	4,500
All Organiz.	355	9,596.6	3,738.9	0-438,450	3,407,650

APPENDIX O-2

ANNUAL CIRCULATION OF ERIC MICROFICHE TITLES BY ERIC STANDING ORDER CUSTOMERS (SOCs)

ERIC SOCs Providing Data		Number of Microfiche Titles			
Type of Organization	n	Mean	Median	Range	Total Annual Circulation
College or University	308	590.6	13.3	0-50,000	181,900
State Agency	18	3,291.7	25.0	0-37,500	59,250
School System	18	2,177.8	175.0	0-12,500	39,200
Information Center	14	12,257.1	300.0	0-125,000	171,600
Public Library	6	16.7	10.0	0-100	100
Federal Agency	4	0.0	0.0	0-0	0
R & D Center	2	2,500.0	2,500.0	0-5,000	5,000
Other	6	58,158.3	375.0	0-347,700	348,950
All Organiz.	376	2,133.7	15.0	0-347,700	806,000

APPENDIX O-3

ANNUAL DUPLICATION OF ERIC MICROFICHE (IN MICROFICHE FORM) AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

ERIC SOCs Providing Data		Number of Microfiche			
Type of Organization	n	Mean	Medium	Range	Total Annual Duplication
College or University	310	160.8	4.4	0-10,000	49,850
State Agency	22	7,322.7	2,525.0	0-100,000	161,100
School System	21	419.0	10.0	0-5,000	8,800
Information Center	13	1,173.1	750.0	0-5,000	15,250
Public Library	6	66.7	12.5	0-350	400
Federal Agency	5	100.0	62.5	0-500	500
R & D Center	4	737.5	225.0	0-2,500	2,950
Other	6	29,141.7	250.0	0-173,850	174,850
All Organiz.	387	1,066.2	6.7	0-173,850	413,700

APPENDIX O-4

ANNUAL REPRODUCTION OF PAPER COPIES FROM ERIC MICROFICHE AT ERIC STANDING ORDER CUSTOMER (SOC) LOCATIONS

ERIC SOCs Providing Data		Number of Pages			
Type of Organization	n	Mean	Median	Range	Total Annual Reproduction
College or University	262	4,942.0	1,987.5	0-50,000	1,294,800
State Agency	19	14,655.3	4,100.0	0-175,000	278,450
School System	16	4,553.1	2,050.0	250-15,000	72,850
Information Center	10	10,210.0	2,300.0	0-50,000	102,100
Public Library	4	1,200.0	600.0	300-2,500	4,800
Federal Agency	3	16,666.7	12,500.0	0-50,000	50,000
R & D Center	3	13,666.7	15,000.0	1,000-25,000	41,000
Other	6	2,291.7	1,250.0	500-5,000	13,750
All Organiz.	323	5,780.1	2,010.0	0-175,000	1,857,750

APPENDIX P

WILLINGNESS OF ERIC STANDING ORDER CUSTOMERS (SOCs) TO PROVIDE LIBRARY MANAGEMENT DATA TO THE ERIC SYSTEM

ERIC SOCs Providing Data		Yes		No	
Type of Organization	n	no. SOCs	%n	no. SOCs	%n
College or University	295	276	94	19	6
State Agency	19	19	100	0	0
School System	10	10	100	0	0
Information Center	12	9	75	3	25
Public Library	6	5	83	1	17
Federal Agency	2	1	50	1	50
R & D Center	4	4	100	0	0
Other	7	7	100	0	0
All Organiz.	355	331	93	24	7

APPENDIX Q-1

TYPES OF LIBRARY MANAGEMENT DATA COLLECTED BY ERIC STANDING ORDER CUSTOMERS (SOCs) ON MICROFICHE (MF) RELATED SERVICES

ERIC SOCs Providing Data		MF Refiled		MF Reproduced on Paper		MF Reproduced as Microfiche		MF Readers Circulated*	
Type of Organization	n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n
College or University	311	185	59	106	34	40	13	13	4
State Agency	21	6	29	10	48	12	57	2	10
School System	13	7	54	11	85	4	31	0	0
Information Center	13	3	23	8	62	9	69	0	0
Public Library	5	1	20	1	20	1	20	0	0
Federal Agency	1	1	100	1	100	1	100	0	0
R & D Center	3	1	33	1	33	0	0	0	0
Other	8	3	38	2	25	2	25	0	0
All Organiz.	375	207	55	140	37	69	18	15	4

* Figures shown were tabulated from "other" category and may understate actual practice since no question explicitly sought this information.

APPENDIX Q-2

TYPES OF LIBRARY MANAGEMENT DATA COLLECTED BY ERIC STANDING ORDER CUSTOMERS (SOCs) ON USER RELATED SERVICES

ERIC SOCs Providing Data Type of Organization	n	Types of Users no. SOCs	Types of Users %n	Users Assisted no. SOCs	Users Assisted %n	Users Attending Orientation no. SOCs	Users Attending Orientation %n
College or University	311	62	20	102	33	149	48
State Agency	21	12	57	12	57	8	38
School System	13	9	69	10	77	6	46
Information Center	13	10	77	9	69	8	62
Public Library	5	0	0	2	40	2	40
Federal Agency	1	0	0	0	0	0	0
R & D Center	3	0	0	1	33	0	0
Other	8	0	0	2	25	3	38
All Organiz.	375	93	25	138	37	176	47

APPENDIX Q-3

TYPES OF LIBRARY MANAGEMENT DATA COLLECTED BY ERIC STANDING ORDER CUSTOMERS (SOCs) ON DATA BASE SEARCH SERVICES

ERIC SOCs Providing Data		Computer Searches Conducted		Manual Searches Conducted	
Type of Organization	n	no. SOCs	%n	no. SOCs	%n
College or University	311	182	59	40	13
State Agency	21	16	76	9	43
School System	13	6	46	7	54
Information Center	13	11	85	5	38
Public Library	5	1	20	0	0
Federal Agency	1	1	100	0	0
R & D Center	3	2	67	1	33
Other	8	5	62	2	25
All Organiz.	375	224	60	64	17

APPENDIX R

TYPES OF LIBRARY MANAGEMENT DATA COLLECTED AND WILLINGNESS TO SHARE DATA BY ERIC STANDING ORDER CUSTOMERS (SOCs)

SOC ID Number	Type of Library Management Data Collected: Number Microfiche Refiled	Paper Copies of Microfiche	Microfiche Duplicapted	Types of ERIC Users	No. of Persons Helped	No. of Persons Trained	No. of Computer Searches	No. of Manual Searches	Other	Circ. of Microfiche Readers	Inter-Library Loans	SOC Willingness To Share Data
AL 101		MFCOPIED					COMPSRCH		OTHER	MFREADER	ILIBLOAN	WILLSHRE
AL 102	MF FILED	MFCOPIED										WILLSHRE
AL 103	MF FILED						COMPSRCH					
AL 104	MF FILED	MFCOPIED				NUMTRAIN						WILLSHRE
AL 107	MF FILED	MFCOPIED		TYPEUSER			COMPSRCH	MANLSRCH				
AL 108		MFCOPIED		TYPEUSER								WILLSHRE
AL 109	MF FILED											WILLSHRE
AL 110					NUMHELP	NUMTRAIN		MANLSRCH				WILLSHRE
AL 111		MFCOPIED										WILLSHRE
AL 112			MFREPRO	TYPEUSER		NUMTRAIN	COMPSRCH		OTHER			WILLSHRE
AL 115					NUMHELP	NUMTRAIN						
AK 205			MFREPRO	TYPEUSER	NUMHELP		COMPSRCH					WILLSHRE
AZ 301	MF FILED					NUMTRAIN						WILLSHRE
AZ 303		MFCOPIED	MFREPRO	TYPEUSER	NUMHELP	NUMTRAIN	COMPSRCH	MANLSRCH				WILLSHRE
AZ 305						NUMTRAIN	COMPSRCH					WILLSHRE
AZ 306	MF FILED	MFCOPIED			NUMHELP	NUMTRAIN	COMPSRCH					WILLSHRE
AR 401	MF FILED					NUMTRAIN						WILLSHRE
AR 402	MF FILED	MFCOPIED			NUMHELP							WILLSHRE
AR 403			MFREPRO	TYPEUSER								WILLSHRE
AR 404		MFCOPIED				NUMTRAIN		MANLSRCH				WILLSHRE
AR 407				TYPEUSER								WILLSHRE
AR 406				TYPEUSER	NUMHELP	NUMTRAIN	COMPSRCH	MANLSRCH	OTHER		ILIBLOAN	WILLSHRE
CA 501		MFCOPIED			NUMHELP	NUMTRAIN	COMPSRCH	MANLSRCH				WILLSHRE
CA 502	MF FILED	MFCOPIED			NUMHELP		COMPSRCH					NOTSHRE
CA 504		MFCOPIED		TYPEUSER	NUMHELP	NUMTRAIN	COMPSRCH					WILLSHRE
CA 508			MFREPRO	TYPEUSER	NUMHELP		COMPSRCH	MANLSRCH				NOTSHRE
CA 509				TYPEUSER	NUMHELP	NUMTRAIN	COMPSRCH					WILLSHRE
CA 510							COMPSRCH					WILLSHRE
CA 511	MF FILED				NUMHELP	NUMTRAIN	COMPSRCH					WILLSHRE
CA 513						NUMTRAIN						WILLSHRE
CA 515	MF FILED					NUMTRAIN	COMPSRCH	MANLSRCH				WILLSHRE
CA 517	MF FILED					NUMTRAIN						WILLSHRE
CA 518	MF FILED			TYPEUSER	NUMHELP	NUMTRAIN	COMPSRCH					WILLSHRE
CA 519	MF FILED					NUMTRAIN	COMPSRCH		OTHER			
CA 520	MF FILED					NUMTRAIN	COMPSRCH					WILLSHRE
CA 523	MF FILED											NOTSHRE
CA 524		MFCOPIED	MFREPRO		NUMHELP	NUMTRAIN	COMPSRCH	MANLSRCH				WILLSHRE
CA 525	MF FILED	MFCOPIED			NUMHELP	NUMTRAIN	COMPSRCH					WILLSHRE
CA 526												WILLSHRE
CA 528	MF FILED	MFCOPIED	MFREPRO		NUMHELP	NUMTRAIN						WILLSHRE
CA 529	MF FILED					NUMTRAIN						WILLSHRE
CA 530		MFCOPIED		TYPEUSER	NUMHELP	NUMTRAIN	COMPSRCH					WILLSHRE
CA 532	MF FILED			TYPEUSER		NUMTRAIN	COMPSRCH					WILLSHRE
CA 533						NUMTRAIN			OTHER			NOTSHRE
CA 534	MF FILED											WILLSHRE
CA 535	MF FILED				NUMHELP	NUMTRAIN						NOTSHRE
CA 536	MF FILED	MFCOPIED			NUMHELP	NUMTRAIN						
CA 537	MF FILED	MFCOPIED	MFREPRO			NUMTRAIN						WILLSHRE
CA 539	MF FILED				NUMHELP	NUMTRAIN	COMPSRCH					WILLSHRE
CA 540	MF FILED											WILLSHRE
CA 541							COMPSRCH					NOTSHRE
CA 542												NOTSHRE

Appendix R (continued)

```
CO 603         MFCOPIED MFREPRO   TYPEUSER NUMHELP            COMPSRCH          OTHER                     WILLSHRE
CO 608MF FILED MFCOPIED MFREPRO   TYPEUSER NUMHELP   NUMTRAIN COMPSRCH          OTHER
CT 701MF FILED                             NUMHELP                                                                   NOTSHRE
CT 702MF FILED MFCOPIED                    NUMHELP   NUMTRAIN                                             WILLSHRE
CT 703                            TYPEUSER NUMHELP   NUMTRAIN COMPSRCH MANLSRCH                           WILLSHRE
CT 704MF FILED MFCOPIED           TYPEUSER                                                                WILLSHRE
CT 705                                                                                                    WILLSHRE
DE 801                  MFREPRO   TYPEUSER NUMHELP   NUMTRAIN COMPSRCH MANLSRCH OTHER   MFREADER ILIBLOAN WILLSHRE
DC 901                                                        COMPSRCH                                    WILLSHRE
DC 902                                                                                                    WILLSHRE
DC 909                                                        COMPSRCH                                    WILLSHRE
DC 910MF FILED                                                COMPSRCH                                    WILLSHRE
DC 911MF FILED                             NUMHELP                                                        WILLSHRE
DC 912MF FILED                             NUMHELP   NUMTRAIN          MANLSRCH                           WILLSHRE
FL1001MF FILED                             NUMHELP            COMPSRCH          OTHER                     WILLSHRE
FL1002                                     NUMHELP   NUMTRAIN          MANLSRCH                           WILLSHRE
FL1003MF FILED MFCOPIED           TYPEUSER
FL1004                  MFREPRO            NUMHELP            COMPSRCH                                    WILLSHRE
FL1005MF FILED MFCOPIED           TYPEUSER NUMHELP   NUMTRAIN COMPSRCH MANLSRCH
FL1006                                     NUMHELP                                                                   NOTSHRE
FL1007         MFCOPIED
FL1010         MFCOPIED                                       COMPSRCH MANLSRCH                           WILLSHRE
FL1013         MFCOPIED MFREPRO                      NUMTRAIN COMPSRCH
FL1014MF FILED                    TYPEUSER           NUMTRAIN          MANLSRCH
FL1015MF FILED MFCOPIED MFREPRO   TYPEUSER NUMHELP                     MANLSRCH
FL1016                                                                                                    WILLSHRE
FL1017                                                                                                    WILLSHRE
FL1019         MFCOPIED
FL1020         MFCOPIED MFREPRO   TYPEUSER           NUMTRAIN COMPSRCH                                    WILLSHRE
FL1021MF FILED                                       NUMTRAIN COMPSRCH                                    WILLSHRE
FL1022                                                        COMPSRCH MANLSRCH                           WILLSHRE
GA1102                  MFREPRO                               COMPSRCH MANLSRCH OTHER                     WILLSHRE
GA1103                                                                                                    WILLSHRE
GA1104                                               NUMTRAIN COMPSRCH                                    WILLSHRE
GA1105                                                                                                    WILLSHRE
GA1107                  MFREPRO   TYPEUSER NUMHELP            COMPSRCH MANLSRCH
GA1108MF FILED                                                                                            WILLSHRE
GA1109MF FILED                             NUMHELP   NUMTRAIN COMPSRCH                                    WILLSHRE
GA1110MF FILED                                       NUMTRAIN COMPSRCH                                    WILLSHRE
GA1111         MFCOPIED                    NUMHELP   NUMTRAIN COMPSRCH MANLSRCH                           WILLSHRE
GA1112MF FILED MFCOPIED                              NUMTRAIN COMPSRCH                                    WILLSHRE
GA1113MF FILED MFCOPIED                                                MANLSRCH                           WILLSHRE
GA1114MF FILED                                       NUMTRAIN COMPSRCH
GA1115MF FILED MFCOPIED           TYPEUSER           NUMTRAIN                                             WILLSHRE
GA1117MF FILED                                                                                            WILLSHRE
GA1118                                     NUMHELP   NUMTRAIN COMPSRCH MANLSRCH                           WILLSHRE
GA1119                                                        COMPSRCH                                    WILLSHRE
HI1201         MFCOPIED MFREPRO                      NUMTRAIN COMPSRCH          OTHER   MFREADER ILIBLOAN WILLSHRE
HI1202MF FILED                             NUMHELP                                                        WILLSHRE
ID1301         MFCOPIED MFREPRO   TYPEUSER           NUMTRAIN COMPSRCH                                    WILLSHRE
ID1302MF FILED MFCOPIED MFREPRO                                                         MFREADER ILIBLOAN WILLSHRE
ID1303                                                        COMPSRCH                                    WILLSHRE
IL1401                                                                 MANLSRCH         MFREADER ILIBLOAN WILLSHRE
IL1402MF FILED MFCOPIED           TYPEUSER NUMHELP   NUMTRAIN COMPSRCH MANLSRCH                           WILLSHRE
IL1403                                                        COMPSRCH                                    WILLSHRE
IL1404                                                        COMPSRCH                                    WILLSHRE
IL1406                                                                                                    WILLSHRE
IL1408                                                        COMPSRCH                                    WILLSHRE
IL1409MF FILED                                                COMPSRCH                                    WILLSHRE
IL1410                                                                                                    WILLSHRE
IL1412                                                        COMPSRCH                                    WILLSHRE
IL1414         MFCOPIED                    NUMHELP
IL1415                                               NUMTRAIN COMPSRCH                                    WILLSHRE
IL1416MF FILED                                                                                            WILLSHRE
IL1418                                                                                                    WILLSHRE
IL1419MF FILED                                                                                            WILLSHRE
IL1420MF FILED MFCOPIED                    NUMHELP   NUMTRAIN COMPSRCH                                    WILLSHRE
IL1421         MFCOPIED MFREPRO   TYPEUSER                    COMPSRCH                                    WILLSHRE
IL1422MF FILED                                                COMPSRCH                                    WILLSHRE
```

Appendix R (continued)

```
IN1501MF FILED                                     NUMTRAIN                                            WILLSHRE
IN1503MF FILED                                              COMPSRCH MANLSRCH                                    NOTSHRE
IN1504MF FILED                                                                                         WILLSHRE
IN1505                                                      COMPSRCH
IN1507MF FILED                            NUMHELP  NUMTRAIN                                            WILLSHRE
IN1508MF FILED MFCOPIED                   NUMHELP                                                      WILLSHRE
IA1602MF FILED                                     NUMTRAIN COMPSRCH                                   WILLSHRE
IA1604                  MFREPRO  TYPEUSER NUMHELP           COMPSRCH MANLSRCH OTHER                    WILLSHRE
IA1605                                                      COMPSRCH          OTHER                    WILLSHRE
IA1606MF FILED                            NUMHELP           COMPSRCH          OTHER                    WILLSHRE
KS1701                  MFREPRO  TYPEUSER                                                              WILLSHRE
KS1702                                                      COMPSRCH                                   WILLSHRE
KS1703MF FILED MFCOPIED                                     COMPSRCH                                   WILLSHRE
KS1705MF FILED                                                                                                   NOTSHRE
KS1706MF FILED                                     NUMTRAIN COMPSRCH                                   WILLSHRE
KS1707MF FILED                                              COMPSRCH          OTHER                    WILLSHRE
KS1708MF FILED MFCOPIED                   NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
KY1802MF FILED MFCOPIED MFREPRO  TYPEUSER                   COMPSRCH MANLSRCH OTHER                    WILLSHRE
KY1803MF FILED                            NUMHELP           COMPSRCH                                   WILLSHRE
KY1804MF FILED                            NUMHELP                             OTHER                              NOTSHRE
KY1806MF FILED MFCOPIED          TYPEUSER                                            MFREADER ILLBLOAN WILLSHRE
KY1807MF FILED                   TYPEUSER          NUMTRAIN                                            WILLSHRE
KY1808                           TYPEUSER          NUMTRAIN                          MFREADER ILLBLOAN
LA1903MF FILED MFCOPIED          TYPEUSER NUMHELP  NUMTRAIN          MANLSRCH                          WILLSHRE
LA1904                           TYPEUSER
LA1905MF FILED MFCOPIED MFREPRO                                               OTHER                    WILLSHRE
LA1906                           TYPEUSER NUMHELP  NUMTRAIN                                            WILLSHRE
LA1907MF FILED MFCOPIED          TYPEUSER                   COMPSRCH                                   WILLSHRE
LA1908MF FILED MFCOPIED MFREPRO  TYPEUSER          NUMTRAIN COMPSRCH                                   WILLSHRE
LA1909         MFCOPIED                                     COMPSRCH                                             NOTSHRE
ME2002MF FILED MFCOPIED MFREPRO                    NUMTRAIN COMPSRCH                                   WILLSHRE
MD2105                           TYPEUSER          NUMTRAIN COMPSRCH                                   WILLSHRE
MD2112MF FILED                   TYPEUSER NUMHELP  NUMTRAIN COMPSRCH MANLSRCH
MD2114MF FILED                            NUMHELP                                    MFREADER ILLBLOAN WILLSHRE
MA2201MF FILED                            NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
MA2202                  MFREPRO                             COMPSRCH                                   WILLSHRE
MA2204MF FILED MFCOPIED                   NUMHELP                    MANLSRCH                          WILLSHRE
MA2209                                                      COMPSRCH                                   WILLSHRE
MA2210MF FILED MFCOPIED MFREPRO                                                                        WILLSHRE
MA2212MF FILED MFCOPIED                            NUMTRAIN                                            WILLSHRE
MA2213MF FILED                   TYPEUSER          NUMTRAIN COMPSRCH                                   WILLSHRE
MA2215                                                                                                 WILLSHRE
MA2216MF FILED          MFREPRO  TYPEUSER NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
MA2220         MFCOPIED                            NUMTRAIN COMPSRCH                                   WILLSHRE
MA2221MF FILED MFCOPIED MFREPRO  TYPEUSER NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
MA2224         MFCOPIED                            NUMTRAIN                                            WILLSHRE
MA2227MF FILED                                                                                         WILLSHRE
MA2228         MFCOPIED MFREPRO                                                                        WILLSHRE
MI2304MF FILED                   TYPEUSER NUMHELP                                                      WILLSHRE
MI2308MF FILED MFCOPIED MFREPRO                             COMPSRCH          OTHER                    WILLSHRE
MI2309MF FILED                                     NUMTRAIN COMPSRCH                                   WILLSHRE
MI2310MF FILED                                     NUMTRAIN                                            WILLSHRE
MI2311MF FILED MFCOPIED MFREPRO  TYPEUSER NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
MI2312         MFCOPIED          TYPEUSER NUMHELP  NUMTRAIN COMPSRCH MANLSRCH                          WILLSHRE
MI2313                                                      COMPSRCH                                   WILLSHRE
MI2315MF FILED MFCOPIED MFREPRO                             COMPSRCH                                   WILLSHRE
MI2316MF FILED MFCOPIED                   NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
MI2318                                    NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
MN2403                                             NUMTRAIN COMPSRCH                                   WILLSHRE
MN2404                                                                        OTHER                    WILLSHRE
MN2405                                                      COMPSRCH
MN2406                           TYPEUSER                   COMPSRCH                                   WILLSHRE
MN2407MF FILED                            NUMHELP  NUMTRAIN COMPSRCH MANLSRCH                          WILLSHRE
MN2408MF FILED                                                                                         WILLSHRE
MS2501MF FILED                            NUMHELP
MS2503         MFCOPIED                   NUMHELP           COMPSRCH                                   WILLSHRE
MS2505MF FILED                            NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
MS2507                                                                        OTHER                    WILLSHRE
MS2508MF FILED MFCOPIED                                     COMPSRCH                                   WILLSHRE
```

Appendix R (continued)

```
MO2602                                                      COMPSRCH                              WILLSHRE
MU2604         MFCOPIED                                                                           WILLSHRE
MO2608                                                      COMPSRCH                              WILLSHRE
MO2609         MFCOPIED                                                                           WILLSHRE
MO2611         MFCOPIED MFREPRO                             COMPSRCH MANLSRCH                     WILLSHRE
MO2612MF FILED                    TYPEUSER NUMHELP          COMPSRCH                              WILLSHRE
MJ2613MF FILED                                     NUMTRAIN                                       WILLSHRE
MT2701                                                      COMPSRCH                              WILLSHRE
MT2704MF FILED                             NUMHELP  NUMTRAIN COMPSRCH                              WILLSHRE
NE2803         MFCOPIED MFREPRO                    NUMTRAIN COMPSRCH
NV2901                                             NUMTRAIN COMPSRCH                              WILLSHRE
NV2902MF FILED                                              COMPSRCH                              WILLSHRE
NM3004MF FILED MFCOPIED MFREPRO  TYPEUSER NUMHELP  NUMTRAIN COMPSRCH                              WILLSHRE
NM3005MF FILED                    TYPEUSER NUMHELP  NUMTRAIN COMPSRCH MANLSRCH                     WILLSHRE
NJ3101MF FILED MFCOPIED MFREPRO  TYPEUSER NUMHELP           COMPSRCH MANLSRCH                     WILLSHRE
NJ3102MF FILED          MFREPRO  TYPEUSER NUMHELP  NUMTRAIN COMPSRCH                              WILLSHRE
NJ3103MF FILED MFCOPIED          TYPEUSER NUMHELP  NUMTRAIN          MANLSRCH                     WILLSHRE
NJ3104                                                                                            WILLSHRE
NJ3105MF FILED                                     NUMTRAIN                                       WILLSHRE
NJ3106         MFCOPIED MFREPRO           NUMHELP           COMPSRCH                              WILLSHRE
NJ3114MF FILED MFCOPIED                                                                           WILLSHRE
NJ3117                  MFREPRO                    NUMTRAIN COMPSRCH                              WILLSHRE
NM3201                  MFREPRO  TYPEUSER                   COMPSRCH MANLSRCH                     WILLSHRE
NM3202                  MFREPRO           NUMHELP  NUMTRAIN COMPSRCH           OTHER              WILLSHRE
NM3204MF FILED                                                                                    WILLSHRE
NM3205         MFCOPIED                   NUMHELP                                                 WILLSHRE
NM3206                                                                         OTHER              WILLSHRE
NM3207MF FILED                    TYPEUSER          NUMTRAIN                                       WILLSHRE
NY3301                                                      COMPSRCH           OTHER
NY3302         MFCOPIED MFREPRO  TYPEUSER          NUMTRAIN COMPSRCH                              WILLSHRE
NY3304                                    NUMHELP  NUMTRAIN COMPSRCH                              WILLSHRE
NY3305MF FILED                                              COMPSRCH                              WILLSHRE
NY3307MF FILED MFCOPIED                            NUMTRAIN                                       WILLSHRE
NY3311MF FILED MFCOPIED                            NUMTRAIN COMPSRCH                              WILLSHRE
NY3312                                                      COMPSRCH                              WILLSHRE
NY3313MF FILED                    TYPEUSER NUMHELP          COMPSRCH                              WILLSHRE
NY3315MF FILED                                     NUMTRAIN COMPSRCH                              WILLSHRE
NY3316MF FILED                                                                                    WILLSHRE
NY3317MF FILED                                              COMPSRCH
NY3318MF FILED MFCOPIED                                     COMPSRCH                              WILLSHRE
NY3319         MFCOPIED MFREPRO                    NUMTRAIN                    OTHER
NY3321                                             NUMTRAIN COMPSRCH                              WILLSHRE
NY3325                                                      COMPSRCH                              WILLSHRE
NY3326         MFCOPIED          TYPEUSER                   COMPSRCH MANLSRCH                     WILLSHRE
NY3327MF FILED                                     NUMTRAIN COMPSRCH                              WILLSHRE
NY3328         MFCOPIED                            NUMTRAIN                                       WILLSHRE
NY3331MF FILED                             NUMHELP
NY3332MF FILED                                     NUMTRAIN
NY3334MF FILED MFCOPIED MFREPRO  TYPEUSER                                      OTHER
NY3336         MFCOPIED                                     COMPSRCH                              WILLSHRE
NY3337MF FILED MFCOPIED                                                                           WILLSHRE
NY3338                                                      COMPSRCH                              WILLSHRE
NY3339MF FILED                                              COMPSRCH                              WILLSHRE
NY3340                                                      COMPSRCH                              WILLSHRE
NY3343MF FILED MFCOPIED          TYPEUSER          NUMTRAIN COMPSRCH                              WILLSHRE
NY3344         MFCOPIED                                     COMPSRCH                              WILLSHRE
NY3347                                                      COMPSRCH                              WILLSHRE
NY3348                                                      COMPSRCH                              WILLSHRE
NY3351MF FILED                    TYPEUSER NUMHELP  NUMTRAIN COMPSRCH                              WILLSHRE
NY3352         MFCOPIED          TYPEUSER NUMHELP  NUMTRAIN          MANLSRCH                     WILLSHRE
NY3353         MFCOPIED                   NUMHELP                    MANLSRCH                     WILLSHRE
NY3356MF FILED
NY3357MF FILED MFCOPIED MFREPRO  TYPEUSER NUMHELP  NUMTRAIN                                       WILLSHRE
NY3358                                                                                            WILLSHRE
NY3359                            TYPEUSER NUMHELP          COMPSRCH MANLSRCH
```

Appendix R (continued)

```
NC3401MF FILED                   TYPEUSER                   COMPSRCH                                     WILLSHRE
NC3402MF FILED                                              COMPSRCH MANLSRCH
NC3403MF FILED MFCOPIED MFREPRO  TYPEUSER NUMHELP  NUMTRAIN COMPSRCH                                     WILLSHRE
NC3405                                             NUMTRAIN COMPSRCH                                     WILLSHRE
NC3406MF FILED                                                                                           WILLSHRE
NC3408                                                                        OTHER
NC3409                           TYPEUSER NUMHELP  NUMTRAIN COMPSRCH                                     WILLSHRE
NC3410                                             NUMTRAIN COMPSRCH                                     WILLSHRE
NC3411MF FILED                            NUMHELP           COMPSRCH                                     WILLSHRE
NC3412MF FILED MFCOPIED MFREPRO                                                                          WILLSHRE
NC3413         MFCOPIED MFREPRO  TYPEUSER NUMHELP           COMPSRCH MANLSRCH                                     NOTSHRE
NC3415         MFCOPIED                            NUMTRAIN
NC3416MF FILED                                     NUMTRAIN                                              WILLSHRE
OH3601MF FILED                                     NUMTRAIN COMPSRCH          OTHER                      WILLSHRE
OH3603MF FILED MFCOPIED                   NUMHELP           COMPSRCH                                     WILLSHRE
OH3605MF FILED MFCOPIED                            NUMTRAIN COMPSRCH                                     WILLSHRE
OH3607                                    NUMHELP  NUMTRAIN                   OTHER    MFREADER ILIBLOAN          NOTSHRE
OH3608MF FILED                            NUMHELP  NUMTRAIN COMPSRCH          OTHER                      WILLSHRE
OH3609MF FILED                            NUMHELP  NUMTRAIN COMPSRCH                                     WILLSHRE
OH3611                                                                                                   WILLSHRE
OH3614                  MFREPRO           NUMHELP                    MANLSRCH                            WILLSHRE
OH3616                                             NUMTRAIN COMPSRCH                                     WILLSHRE
OH3619         MFCOPIED MFREPRO                             COMPSRCH MANLSRCH                            WILLSHRE
OH3620MF FILED                                                                                           WILLSHRE
OH3621MF FILED MFCOPIED MFREPRO  TYPEUSER NUMHELP  NUMTRAIN          MANLSRCH                            WILLSHRE
OH3622                                             NUMTRAIN COMPSRCH                                     WILLSHRE
OK3701MF FILED MFCOPIED                   NUMHELP  NUMTRAIN COMPSRCH                                     WILLSHRE
OK3702MF FILED                            NUMHELP                                                        WILLSHRE
OK3703         MFCOPIED MFREPRO  TYPEUSER                                                                WILLSHRE
OK3704MF FILED MFCOPIED MFREPRO                    NUMTRAIN COMPSRCH                                     WILLSHRE
OK3705MF FILED                                                                                           WILLSHRE
OK3706MF FILED                            NUMHELP  NUMTRAIN COMPSRCH          OTHER                      WILLSHRE
OK3707                                                      COMPSRCH                                     WILLSHRE
OK3708                                                                                                   WILLSHRE
OK3709                                             NUMTRAIN                                              WILLSHRE
OK3710                                                                                                            NOTSHRE
OR3802MF FILED                                     NUMTRAIN COMPSRCH                                     WILLSHRE
OR3804         MFCOPIED          TYPEUSER          NUMTRAIN
OR3805                                                      COMPSRCH          OTHER             ILIBLOAN WILLSHRE
OR3806MF FILED                                                                                           WILLSHRE
OR3807         MFCOPIED MFREPRO  TYPEUSER NUMHELP  NUMTRAIN COMPSRCH MANLSRCH                            WILLSHRE
PA3901                                                                                                   WILLSHRE
PA3902MF FILED                   TYPEUSER          NUMTRAIN          MANLSRCH                            WILLSHRE
PA3905         MFCOPIED MFREPRO                    NUMTRAIN                                                       NOTSHRE
PA3906                                             NUMTRAIN                   OTHER                      WILLSHRE
PA3907MF FILED MFCOPIED MFREPRO           NUMHELP  NUMTRAIN                                              WILLSHRE
PA3909MF FILED MFCOPIED MFREPRO  TYPEUSER NUMHELP  NUMTRAIN COMPSRCH                                     WILLSHRE
PA3910                                                                                                   WILLSHRE
PA3911MF FILED
PA3912MF FILED                                              COMPSRCH
PA3913                                             NUMTRAIN COMPSRCH
PA3914                                             NUMTRAIN
PA3916MF FILED
PA3917MF FILED MFCOPIED                   NUMHELP  NUMTRAIN
PA3918         MFCOPIED                   NUMHELP           COMPSRCH MANLSRCH                            WILLSHRE
PA3920MF FILED                            NUMHELP           COMPSRCH
PA3921MF FILED
PA3922                                                      COMPSRCH
PA3923MF FILED MFCOPIED
PA3924MF FILED                                              COMPSRCH                   MFREADER ILIBLOAN WILLSHRE
PA3925MF FILED MFCOPIED                   NUMHELP  NUMTRAIN COMPSRCH                                     WILLSHRE
PA3926                                             NUMTRAIN                                     ILIBLOAN
PA3928                                                                                                            NOTSHRE
RI4002         MFCOPIED                            NUMTRAIN                                              WILLSHRE
RI4003                  MFREPRO  TYPEUSER NUMHELP  NUMTRAIN COMPSRCH MANLSRCH OTHER    MFREADER ILIBLOAN WILLSHRE
SC4103                                             NUMTRAIN COMPSRCH                                     WILLSHRE
SC4104MF FILED MFCOPIED
SC4106                                                                                                   WILLSHRE
SC4107MF FILED MFCOPIED          TYPEUSER NUMHELP  NUMTRAIN COMPSRCH                                     WILLSHRE
```

Appendix R (continued)

```
TN4301MF FILED                            NUMHELP  NUMTRAIN                                            WILLSHRE
TN4303         MFCOPIED                                                       OTHER  MFREADER ILIBLOAN WILLSHRE
TN4304                                                      COMPSRCH
TN4305MF FILED                                     NUMTRAIN COMPSRCH                                   WILLSHRE
TN4306MF FILED MFCOPIED                   NUMHELP           COMPSRCH                                   WILLSHRE
TN4307                                                                        OTHER                    WILLSHRE
TN4308MF FILED                   TYPEUSER          NUMTRAIN                                            WILLSHRE
TN4309MF FILED                                              COMPSRCH                                   WILLSHRE
TN4310MF FILED                            NUMHELP
TX4401                                                                                                 WILLSHRE
TX4403MF FILED MFCOPIED MFREPRO  TYPEUSER NUMHELP  NUMTRAIN COMPSRCH MANLSRCH                          WILLSHRE
TX4404MF FILED                                              COMPSRCH MANLSRCH                          WILLSHRE
TX4405                                             NUMTRAIN COMPSRCH                                   WILLSHRE
TX4407MF FILED                            NUMHELP                                                      WILLSHRE
TX4408MF FILED MFCOPIED MFREPRO  TYPEUSER NUMHELP           COMPSRCH                                   WILLSHRE
TX4409MF FILED                                     NUMTRAIN COMPSRCH                                   WILLSHRE
TX4410                                    NUMHELP                                                                NOTSHRE
TX4412                                    NUMHELP  NUMTRAIN                                            WILLSHRE
TX4414MF FILED MFCOPIED                            NUMTRAIN COMPSRCH                                   WILLSHRE
TX4415         MFCOPIED                            NUMTRAIN COMPSRCH                                   WILLSHRE
TX4416MF FILED                                     NUMTRAIN COMPSRCH                                   WILLSHRE
TX4417                                    NUMHELP           COMPSRCH MANLSRCH                          WILLSHRE
TX4418MF FILED                            NUMHELP  NUMTRAIN                                            WILLSHRE
TX4419                  MFREPRO           NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
TX4420MF FILED                                                                                         WILLSHRE
TX4421                                                                                                 WILLSHRE
TX4422                                                                                                 WILLSHRE
TX4423         MFCOPIED                            NUMTRAIN COMPSRCH                                   WILLSHRE
TX4425                                    NUMHELP           COMPSRCH MANLSRCH OTHER  MFREADER ILIBLOAN WILLSHRE
TX4426                                                                                                           NOTSHRE
TX4427MF FILED                            NUMHELP  NUMTRAIN                                            WILLSHRE
TX4431                                             NUMTRAIN COMPSRCH          OTHER                    WILLSHRE
TX4434         MFCOPIED          TYPEUSER NUMHELP  NUMTRAIN                                                      NOTSHRE
TX4436                                                      COMPSRCH          OTHER                    WILLSHRE
TX4437         MFCOPIED                                                                                WILLSHRE
TX4438         MFCOPIED          TYPEUSER NUMHELP           COMPSRCH MANLSRCH                                    NOTSHRE
TX4439MF FILED                                     NUMTRAIN                                            WILLSHRE
TX4441MF FILED                                              COMPSRCH                                   WILLSHRE
TX4442MF FILED                                              COMPSRCH          OTHER                    WILLSHRE
TX4443MF FILED                                                                                         WILLSHRE
TX4444MF FILED                                                                                         WILLSHRE
TX4445                                                                                                 WILLSHRE
TX4446                                                                                                 WILLSHRE
TX4448                                                                                                 WILLSHRE
TX4450MF FILED MFCOPIED                   NUMHELP  NUMTRAIN COMPSRCH MANLSRCH                          WILLSHRE
TX4452                                                                        OTHER  MFREADER ILIBLOAN           NOTSHRE
TX4453                                    NUMHELP           COMPSRCH                                   WILLSHRE
TX4454                                                                                                 WILLSHRE
TX4455                           TYPEUSER NUMHELP  NUMTRAIN COMPSRCH MANLSRCH                          WILLSHRE
TX4456MF FILED MFCOPIED          TYPEUSER NUMHELP  NUMTRAIN COMPSRCH MANLSRCH OTHER                    WILLSHRE
VT4602MF FILED                   TYPEUSER NUMHELP           COMPSRCH                                   WILLSHRE
VA4702MF FILED MFCOPIED          TYPEUSER NUMHELP  NUMTRAIN          MANLSRCH OTHER                    WILLSHRE
VA4704MF FILED MFCOPIED MFREPRO                             COMPSRCH                                   WILLSHRE
VA4709         MFCOPIED          TYPEUSER NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
VA4710                           TYPEUSER NUMHELP                             OTHER                    WILLSHRE
VA4711MF FILED                                                                                         WILLSHRE
VA4712                                                                                                 WILLSHRE
VA4713                                                      COMPSRCH
VA4717         MFCOPIED                   NUMHELP           COMPSRCH                                             NOTSHRE
VA4719MF FILED                                              COMPSRCH                                   WILLSHRE
VA4720                                                      COMPSRCH
WA4801MF FILED MFCOPIED          TYPEUSER                            MANLSRCH                          WILLSHRE
WA4802MF FILED MFCOPIED                            NUMTRAIN COMPSRCH                                   WILLSHRE
WA4804MF FILED MFCOPIED MFREPRO           NUMHELP           COMPSRCH          OTHER  MFREADER ILIBLOAN WILLSHRE
WA4807MF FILED                                              COMPSRCH          OTHER                    WILLSHRE
WA4809MF FILED                                     NUMTRAIN                                            WILLSHRE
WA4812                                                                                                 WILLSHRE
```

Appendix R (concluded)

```
WV4902                                                                        OTHER
WV4905MF FILED                   TYPEUSER          NUMTRAIN COMPSRCH MANLSRCH OTHER                    WILLSHRE
WV4906                                                      COMPSRCH          OTHER                    WILLSHRE
WV4907MF FILED MFCOPIED                   NUMHELP                                                      WILLSHRE
WI5004MF FILED                                              COMPSRCH MANLSRCH                          WILLSHRE
WI5005MF FILED MFCOPIED MFREPRO           NUMHELP                                                      WILLSHRE
WI5006                                    NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
WI5007MF FILED MFCOPIED MFREPRO           NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
WI5009MF FILED MFCOPIED MFREPRO           NUMHELP  NUMTRAIN COMPSRCH                                   WILLSHRE
WI5010         MFCOPIED                                                                                WILLSHRE
WI5011                                                      COMPSRCH                                   WILLSHRE
WI5012                                                                        OTHER                    WILLSHRE
WI5013MF FILED                   TYPEUSER NUMHELP           COMPSRCH                                   WILLSHRE
WI5016MF FILED                                     NUMTRAIN COMPSRCH                                   WILLSHRE
VI5401         MFCOPIED          TYPEUSER NUMHELP  NUMTRAIN          MANLSRCH OTHER                    WILLSHRE
```

APPENDIX S

REQUESTS FOR INFORMATION ON ERIC AND RECOMMENDATIONS FOR CHANGES IN ERIC BY ERIC MANAGEMENT WORKSHOP PARTICIPANTS.

The comments in this section are from the Workshop Guide, Questions nos. 1, 2, and 19. They are a careful sampling of approximately one thousand written responses. The comments are grouped under major topics which are briefly characterized in a paragraph containing the sub-topics. The sub-topics are characterized in a short paragraph followed by a selection of specific comments, taken verbatim from the Workshop Guides.

ERIC UPDATE

Comments and questions in this section concerned new developments in ERIC and ERIC's future.

New Developments in ERIC

Sixty-two (62) questions were written on new developments in ERIC. Most sought general information or were concerned with new products or services. Specific examples are presented below.

Updated information on ERIC and related activities.

What is new in ERIC?

Forthcoming trends and information on ERIC system.

What new developments have occurred in ERIC system?

New services available.

What are the latest developments of ERIC (publications,tools, etc.)?

How to stay updated on the ERIC publications.

New developments, services, publications, users' aids, etc. of ERIC.

New services of clearinghouses and ERIC.

What new products, services, etc. are now or will be available from the ERIC system?

What are new reference sources for ERIC?

Are there any new tools I don't know about?

Information on new AV materials.

Shortcomings of system versus new or additional access services.

ERIC's Future

Fourteen (14) questions addressed ERIC's future. Some requested definite information, and others were more philosophical. Some examples are presented below.

What are the future developments which are likely to occur?

Will ERIC continue to expand at its current rate?

The direction ERIC is going.

What is the future of ERIC?

MICROFICHE

Comments on the microfiche were either requests for information, or complaints or recommendations concerning the quality format of the microfiche.

Requests for Information about Microfiche

Six (6) questions were written about information on microfiche. Most were concerned with the care of the microfiche or proper methods of storage. Specific examples are presented below.

How do you clean fiche? Have libraries been doing it?

Can silver halide and vesicular fiche be safely stored together?

How much smaller can we expect the pages on microfiche to get?

Quality and Format of the Microfiche

Thirty-seven (37) comments addressed the quality and format of the microfiche. Most addressed the legibility of the microfiche or of paper copies made from them, and suggested obtaining better original copies of documents. Others suggested changes in the format of the fiche to make them easier to read by eye. Specific examples are presented below.

> Don't increase the reduction ratio.
>
> A color coding each month on microfiche.
>
> The focusing of the microfiche.
>
> If possible, please increase the size of the ED number on the fiche, or develop some method of distinguishing the number of each document.
>
> Can the microfiche format be improved to increase title visibility.
>
> Some way to differentiate between replacement fiche and original.
>
> Better quality control of microfiche.
>
> Frustration at having document on microfiche that is illegible (not worth copying).
>
> Better quality control so all fiche are readable.
>
> More easily read microfiche.
>
> Any possible way of improving original copies, i.e. requiring better originals.
>
> Quality control for legibility and copy ability of documents.

MANAGING THE COLLECTION

Comments in this section include general questions on collection management, storage space and facilities for microfiche, the need for aids for filing and identifying microfiche, reader printers, and library management reporting.

General Questions on Collection Management

Nineteen (19) comments were general questions on collection management. They concerned mostly storage, circulation, and filing problems. Others were concerned with how other libraries solve collection management problems.

Specific examples are presented below.

> Do you suggest an inventory upon receipt of each month's shipment of the microfiche?
>
> Reproducing, filing, and storage.
>
> I want to learn about other libraries' methods of managing and servicing ERIC resources.
>
> What other libraries do with their collection, such as organization, staffing, and maintenance.
>
> Better ways of managing the physical collection.
>
> How to improve the management of ERIC collection.
>
> How do you integrate the use of CIJE and RIE when they are on separate floors of the library?

Storage Space and Facilities for Microfiche

Thirteen (13) questions were written concerning storage space and facilities for microfiche. They addressed present or future needs for more space, and ways of reducing the bulk of the collection. Specific examples are presented below.

> Where do other SOCs order fiche cabinets? How long and how are fiche kept?
>
> In the future, will ERIC choose a different microform format to eliminate the unwieldiness of 250,000 - 500,000 separate microfiche. They are easy to misplace.
>
> How can the bulk of the microfiche be diminished, i.e. can the collection be weeded?
>
> If the ERIC microfiche collection is posing any expansion and storage problems for other institutions.
>
> Would like more information on storage. (Our fiche are getting bent.)

Need for Aids for Filing and Identifying Microfiche

Twelve (12) comments were written on the need for aids for filing and identifying microfiche. Some suggested guide cards with ED numbers or color coding of fiche. Some mentioned the idea of supplying cards for level III documents. Specific examples are presented below.

> To help to detect misfiled fiche: use color headers, different colors for each month, or notch out a piece of header at different points each month.

Appendix S (Continued)

Supply cards (6X9) with ED number for documents not available from EDRS.

Dummy fiche for level III documents.

Reader Printers

Fifteen (15) comments were written on microfiche reader-printers and their management. Most were requests for information cost and types of reader-printers. Specific examples are presented below.

What equipment is available and which is recommended for ERIC fiche duplication?

Pros and cons of coin-op versus copy service for production of ERIC copies in hardcopy.

Has ERIC considered producing a reader-printer for microfiche?

What are the purchase costs and operating costs of a typical microfiche duplicator?

Are copyright laws a barrier to complying with requests for large (10 or more) orders of ERIC materials?

Library Management Reporting

Fifteen (15) questions were written about library management reporting. Most were requests for information about techniques of reporting. Specific examples are presented below.

How do you arrive at a volume count when counting ERIC fiche?

What statistics do other SOCs keep to justify the continued expense with use?

How to handle record keeping for ERIC as distinct from general reference questions (and why).

Methods of keeping statistics of use; painlessly, or at least easily.

COMPUTER SEARCHES

Computer search comments included questions about general information on computer searching, new developments, specific search problems, preparation for and follow-up of computer searches, computer search services offered by other institutions, and how to set up computer search services.

General Information on Computer Searching

Forty-seven (47) questions were written requesting general information on computer searches. Nearly all were of the "how to do it" or "how to do it better" variety. A few asked about developing search strategies. Specific examples are presented below.

> Suggestions for better utilization of on-line usage.
>
> Refining of computer searches of ERIC.
>
> I really need information on computer search procedures.
>
> Search tips (verbal or handbooks) that exist to aid a computer searcher in retrieving a quality search. Is a training session of this nature possible?
>
> Improved computer searching techniques.
>
> How to do computer searches. (search strategies)
>
> Suggestions and ideas for improving computer searches.
>
> How can I do a better job of searching by computer? (Because we have recently gone on-line with Lockheed, BRS, and SDC.)
>
> What are some of the best tips you can offer on computer searching through DIALOG and ORBIT?
>
> Additional experience in computer searches.
>
> New techniques and materials available for instruction of undergraduate students to learn about computer searching.
>
> In-depth workshops on accessing ERIC most effectively. On-line should be offered.

New Developments in Computer Searching

Seven (7) questions were written regarding new developments in computer searching. Specific examples are presented below.

> Changes in computer data base coming up.
>
> New developments in computer access, i.e. new/proposed access points.
>
> Keeping up with the constant changing in data base searching. The need for in-service training.
>
> How can we update our retro ERIC tapes to conform to new language changes?

Specific Search Problems

Eight (8) comments were written on specific search problems. Specific examples are presented below.

> What is the correct procedure for computer searching - many related terms for 2 or 3 descriptors.
>
> Information on on-line thesaurus, i.e. Blacks and Negros - is there any cross referencing?
>
> Make rotated descriptor display available on-line - expandable.
>
> Effect of educational levels are topics during computer searches.

Preparation for and Follow-up of Computer Searches

Six (6) questions were written about preparation for and follow-up of computer searches. Specific examples are presented below.

> Setting up a computer search.
>
> How do I provide better pre-computer search service to students and faculty?
>
> How do you determine when to recommend a computer search?
>
> Evaluation of searches by customer.
>
> Forms for search requests, etc.

Computer Search Services Offered by Other Institutions

Five (5) questions were written on computer search services offered by other institutions. An example is presented below.

> I am interested in ways other schools are handling computerized searches of ERIC, particularly interested in financing and costs.

Setting up Computer Search Services

Twenty (20)questions were written dealing with setting up computer search services. They concerned how to go about setting up services, economic feasibility, and necessary equipment. Specific examples are presented below.

> How does a library enter into the computer search business - from the beginning?
>
> Is it economically feasible to set up an in-house data base search-training program? What is your estimate of costs involved?

What computerized searching services would be most helpful to community college faculty?

What management considerations are primary to developing on-line searching services?

Equipment needed and initial cost of equipment to do computer searching.

Shall we lease or purchase computer equipment?

ERIC SEARCHES

Comments on ERIC searches either mentioned both manual and computer searching, or referred to searching generally. They included comments and questions on general information on searching, how to develop search strategies, on-line versus manual searching, and specific questions in searching.

Requests for General Information on Searching

Thirteen (13) comments were requests for general information on searching. Most requested information on how to do a search, or on how to do it more quickly. Specific examples are presented below.

Better comprehension of manual and computer search systems.

Starting as a searcher - wants general information.

How to improve the searching of ERIC - manually and by computer.

How to research a subject more rapidly than we are doing.

How to Develop Search Strategies

Four (4) questions were written about how to develop search strategies. Specific examples are given below.

Insight into indexing and abstracting techniques to enable me to develop the most effective search strategies.

How should search strategy be defined to achieve maximum results when seeking comparative data, or pro/con studies? Use of comparative analysis does not always result in comprehensive results.

On-Line versus Manual Searching

Four (4) questions were written about on-line versus manual searching. Specific examples are given below.

> How to determine when to use a computer search rather than a manual search.
>
> On-line versus manual searching - when to, why, etc.

Specific Questions in Searching

Ten (10) questions were written concerning specific questions in searching. Specific examples are presented below.

> Some way of limiting searches by non-subject parameters might be helpful (other than major/minor descriptors and type of document limits). Maybe by "curriculum" project reports, etc.
>
> How to limit searches by grade level.
>
> Please explain field searching.
>
> What is the percentage of overlap between a ERIC search and an Exceptional Child Resources search?
>
> Some ERIC topics - pros and cons, i.e. how do you find information on pros and cons of "mainstreaming?"

MANUAL SEARCHES

Sixteen (16) questions were written about manual searching. Most were concerned with the most efficient ways to conduct a manual search. Some sought information on specific techniques for use in manual searching. Specific examples are presented below.

> How can manual searches be done more effectively?
>
> In a manual search, what is the most effective approach to narrowing the field for a topic?
>
> How to convince folks that a manual search is still a useful entity. (If it is!)
>
> Help with difficulty in manual searching when there are two (2) descriptors.
>
> What ERIC publications are available to help with manual searches of the collection?

THE ERIC THESAURUS

Comments on the ERIC Thesaurus consisted of recommendations for the Thesaurus, questions on how to use the Thesaurus, and publication of the new Thesaurus, and comments and questions on index terms.

Recommendations for the Thesaurus

Thirty (30) comments were written which consisted of recommendations for the Thesaurus. Many recommended changes in the format of the Thesaurus while others wanted it to contain either more or fewer terms. Specific examples are given below.

> There should be workshops on the Thesaurus. (1) to be alerted of changes; (2) to solicit input on improvement of Thesaurus; (3) to improve interaction between searcher and user (role playing).
>
> Please make the Thesaurus a looseleaf service and bind copies in spiral three (3) ring binders so they will lie flat.
>
> Put the key to abbreviations in prominent location - hard to locate in introductory material - how about inside front cover?
>
> Could the newly added Thesaurus terms list the subject or subjects under which the material formerly appeared?
>
> Put a SN under as many descriptors as possible in next Thesaurus.
>
> Putting back ERIC group descriptor numbers in Thesaurus.
>
> Integrated Thesaurus containing both descriptors and identifiers. (identifiers would not require scope notes or need to be included in BT-RT-NT listings; complete listings would help determine strategy for a search; truncation effects, etc.
>
> General retrospective Thesausus.
>
> A thesaurus for ERIC identifiers.

Publication of the New Thesaurus

Six (6) questions were written dealing with the publication of the new Thesaurus. All asked when the new Thesaurus would be published. Examples are presented below.

> When will the new Thesaurus be available?

Will a directory be out giving the number of postings per descriptor?

How to Use the Thesaurus

Eight (8) questions were written on how to use the Thesaurus. Examples are presented below.

Are there any "tricks" to using Thesaurus most effectively?

The role of the Thesaurus.

Why doesn't Thesaurus give you old terminology for new terms to aid in retrospective computer searching?

When is next Thesaurus; can old editions be discarded?

Index Terms

Forty-seven (47) comments were written on index terms. Most concerned the need for improvement of index terms and their assignment. Specific examples are given below.

How can I have input into adding descriptors to Thesaurus?--vocabulary inprovement.

Status report on vocabulary improvement program.

Thank God you're doing VIP!

Why there are so many descriptors?

Improvement of subject descriptors.

Clean up and standardize the descriptors. (ERIC Thesaurus)

Use fewer descriptors per document. Descriptors used are sometimes covered in only a general manner in the document.

I have trouble finding the right descriptor for a current concept.

Improvements in indexing and scope notes.

Consistency in indexing.

Clarification of my confusion regarding ERIC indexing information.

Index Terms and Indexing--Questions

Twelve (12) questions were written about index terms and indexing. Most sought clarification of indexing procedures and assignments. Specific examples are presented below.

> Greater explanation of descriptor assignments and indexing procedures.
>
> Know more about indexing "processes."
>
> Indexing/abstracting procedures, specifically level of specificity, standards for consistency, etc.
>
> What is the distinction between major and minor descriptors? How are major descriptors selected?

SELECTION OF DOCUMENTS

Comments and questions in this section concerned criteria for document selection, questions on acquisitions in specific scope areas, and questions on how to encourage input of documents into ERIC.

Criteria for Document Selection

Thirty-one (31) comments were written on criteria for document selection. Most sought clarification of selection criteria, or recommended more quality control in selection. A large portion expressed views on inclusion of dissertations, books, government documents, and level III documents.

> I'd like to see some more copyrighted materials, even if only for awareness, especially in "hot" areas (e.g. gifted, mainstreaming) for book selection purposes.
>
> Why doesn't ERIC put all publications at the Office of Education on microfiche?
>
> ERIC should strive to see that more level III documents become available to SOCs.
>
> Is it possible for ERIC to put dissertations on microfiche or is Xerox too powerful an opponent?
>
> Make ERIC prime disseminating agency for program results originating from any federally funded educational efforts including NON, Regional Exchange, etc.
>
> Exclude congressional hearings and any of the congressional publications.
>
> Why are so many books, etc. (which are available otherwise) crowding out over-crowded ERIC files?
>
> Fewer level III documents listed in RIE.

PRINTED INDEXES

Comments and questions concerning the printed indexes were the largest in volume. They were addressed to the index formats, recommendations and questions on the publication of printed indexes, the change of index publishers, the coverage and quality of the indexes, the AIM/ARM Index, cumulative indexes and other suggested publications, and back issues of the indexes.

Format of the Printed Indexes

Thirty-four (34) comments were written concerning the format of the printed indexes. Comments frequently concerned the format of the abstracts themselves, the use of page headings, and other aids to use of the indexes, and improvements to the construction of the indexes, or the addition of cross-references of subject or other indexes, to RIE or CIJE. Specific examples are given below.

> Identifier index in RIE and CIJE.
>
> Add a title index to RIE (the title index in "search fiche" has been most useful).
>
> Clarify availability of documents on fiche; for example, put stars by all that are or aren't available. People forget that they read "document not available from EDRS" typed in with the abstract.
>
> Provide a title index in the monthly issues of CIJE/RIE.
>
> Improve the binding of the indexes. They are very flimsy.
>
> Better identification of different indexes (thumb indexed, different colored paper). Bring down cost of cumulations.
>
> Page headings in subject indexes.
>
> In RIE indexes, solve the problem every manual user faces: is the ED number above or below the citation? The printing format is confusing.
>
> No more yellow printing on the covers (which quickly becomes illegible) and mismatches in color coding.
>
> Include sample format for citing ERIC documents in Bibliographies on one sample entry page in the front of each RIE. This questions is asked over and over ad nauseum.
>
> Clear warning that CIJE numbers are not ED numbers and don't lead to fiche but to journal articles.

Make all items indexed available. Often patrons find that the best item is "not available from EDRS."

Why are some documents listed that are not available for purchase and are not available in microfiche?

What is ERIC system doing to eliminate the material of lower quality (i.e., garbage)?

More information about ERIC's acquisition policies - what materials are solicited, included?

Questions on Acquisitions in Specific Areas

Seven (7) comments were written on acquisitions in specific scope areas. They are presented below.

Better coverage of P.E. and/or increasing the number of descriptors relating to P.E. Better coverage for home economics, especially in the area of nutrition.

More science fiction coverage.

International material!

How much of Exceptional Child Abstracts and Resources In Vocational Education are indexed in ERIC?

How does ERIC choose or receive trade publications for listing in RIE (as different from reports, curriculum materials, etc.)?

It it possible to include ETS unpublished tests into ERIC system?

Standardize procedures among the clearinghouses more; consistency in handling documents; in what is included/excluded in terms of document types, and in vocabulary usage are essential.

Encouraging Input of Documents Into ERIC

Four (4) comments were written on encouraging input of documents into ERIC. An example is presented below.

Techniques, system, etc. for identification and acquisition of materials for inclusion in a data base - how to entice participation.

Appendix S (Continued)

The Publication of Printed Indexes - Recommendations

Seventeen (17) comments were written concerning the publication of the indexes Most suggested more prompt production and mailing of the various print indexes. Specific examples are given below.

Produce indexes on regular and prompt schedule.

Better service in receiving CIJE monthly and annual volumes.

Less time lag between publication of journal and indexing in CIJE.

Try to get government printing office to send semi-annual cumulations. We never get them, but order and re-order them.

Publication of Printed Indexes - Questions

Six (6) questions were written seeking information about the publication of the printed indexes. They are presented below.

With a new publishing contractor, will the indexes and cumulations be more current?

When will we get a cumulative subject index?

Why is there a time lag in SOCs' receipt of monthly RIE index and fiche?

Change of Publishers of the Printed Indexes

Five (5) questions were written on the change of publishers of the printed indexes. Most were concerned with the effects of the change of publishers. An example is presented below.

What is going on with CIJE? Will we need the Collier's MacMillan index also?

Coverage and Quality of the Printed Indexes - Recommendations

Sixteen (16) comments were written as recommendations on the quality and coverage of the printed indexes. Some suggested better quality abstracts. Others suggested either broader or narrower coverage of materials in the indexes. Specific examples are presented below.

Better abstracting in CIJE.

Shorter resumes for ERIC documents and CIJE entries.

CIJE doesn't index all articles from format - is late in indexing.

Merge vocational career materials and exceptional (SIC) into RIE and CIJE and eliminate duplication of indexes.

Coverage of Indexes - Questions

Eleven (11) questions were written seeking clarification of the coverage of the indexes. Specific examples are presented below.

Clarification of the coverage of ERIC indexes - especially RIE.

The relation between ERIC and CIJE.

What advantages does CIJE have over Education Index?

The AIM/ARM Index

Four (4) questions were written concerning the AIM/ARM Index. An example is presented below.

How better to utilize AIM/ARM - Make it work.

Cumulative Indexes and Other Suggested Publications

Thirty-seven (37) comments were written on cumulative indexes and other suggested publications. Most recommended publication of cumulative subject or title indexes. Specific examples are presented below.

Cumulative annual index for RIE.

Cumulative subject index.

CIJE cumulated title index and author index.

Five year cumulation of indexes for RIE and CIJE.

Cumulated subject index to RIE - valuable for retrospective searching. One alphabet instead of one for each year. Computer searches cost money.

To develop an ERIC bibliography or index (preferably issued on a continuous, current basis) devoted solely to curriculum guides, teaching guides, learning activities, etc. in primary, elementary, secondary grades.

Will there be printed indexes by content, i.e. curriculum bulletins, lesson plans, etc?

Is there a cumulative subject index going to be processed soon? (For manual search) (A fiche set would be fine).

Back Issues of Printed Indexes

Six (6) comments were written concerning back issues of the printed indexes. Specific examples are presented below.

How to get past issues of semi-annual and annual indexes.

RIEs go out of print too quickly; claims are too often unsuccessful.

TRAINING ERIC USERS

Questions and comments in this section concerned methods of orientation and training, suggestions for instructional materials, and questions on use and availability of instructional materials.

Methods of Orientation and Training

Fifty-one (51) questions were written on methods of orientation and training of users. Most sought information on how best to train users. Specific examples are given below.

Make a part of education classes.

Need to improve our methods of teaching ERIC. Need new ideas, AV aids.

What new methods and materials are available for instruction of ERIC users?

How can the ERIC system be best explained to new users so that it does not overwhelm them?

Methods of training and orientation of users.

How to give better instruction in use of ERIC services.

Ideas for training users.

What teaching strategies/techniques are most expected in training others to use ERIC?

What are some of the techniques used by other libraries and institutions for user training, management of the collection, etc?

Does a general orientation really help or should we wait for actual problems to arise?

Suggestions for Instructional Materials

Eight (8) comments were written offering suggestions for instructional materials. Specific examples are presented below.

> An individualized packet for the new user.
>
> Training aids - audio-visual, printed matter to support A/V.

Use and Availability of Instructional Materials for ERIC Users

Sixteen (16) questions were written on the use and availability of instructional materials for ERIC users. Specific examples are given below.

> What audio-visual aids can I adapt to my use?
>
> Are there any new A/V guides to ERIC? We need something appropriate for orientation of large groups of graduate and undergraduate students.
>
> What ERIC instructional aides are currently available and from whom?
>
> Training brochures and orientation materials for ERIC users.

UTILIZATION OF ERIC

Questions and comments in this section concerned increasing and improving ERIC use, use techniques from other institutions, SOC staff training, materials on ERIC use, and financing ERIC collections.

SOC Staff Training

Three (3) comments were written on training for SOC staff. An example is presented below.

> More adequate training for the people most directly involved in assisting the patrons.

Use Techniques from Other Institutions

Nine (9) questions were written on use techniques from other institutions. Specific examples are presented below.

Appendix S (Continued)

Amount of use of ERIC collection - manual and or-line - experienced by other collection holders.

Input from other agencies and institutions as to how their services are provided. (since we are just starting.)

How we can best facilitate resource sharing?

Materials on ERIC Use

Seven (7) comments were written on materials on ERIC use. Specific examples are presented below.

What services and/or tools are available for ERIC system which I am not now aware of?

What resources are available to assist users?

Increasing and Improving ERIC Use

Twenty-one (21) questions were written on increasing and improving ERIC use. Most were of the "how to do it" or "how to do it better" variety. Specific examples are presented below.

Help in making better use of IAP.

What are new ways to use ERIC services and tools?

How can a single comprehensive service be made usable for all segments of the trade, both undergraduates and graduates?

Am I providing adequate reference?

How can we get more use from our collection of ERIC fiche?

Financing ERIC

Four (4) questions were written on financing ERIC. An example is presented below.

How ERIC could be used to generate revenue?

PROMOTING ERIC

This section includes comments on how to promote and advertise ERIC, promoting ERIC to specific groups of users, promoting ERIC through faculty members, and suggestions for promotion publicity.

How to Promote and Advertise ERIC

Seventy (70) comments were written on how to promote and advertise ERIC. Most are general requests for ideas and suggestions on promoting ERIC. Specific examples are presented below.

> How to stimulate interest in data based services.
>
> Interested in ways that other schools are instructing readers in use of ERIC and also in their efforts to promote its use.
>
> How have other institutions publicized ERIC?
>
> What information is currently available to better publicize the ERIC collection?
>
> How to arrange and promote ERIC materials in such a way that more use is made of the fiche collection.
>
> How do you make the students aware of computer searches? What advertisements are used?
>
> How much and what kind of publicity should a small community college provide about ERIC?
>
> How to make users aware of ERIC collection.
>
> How to better acquaint faculty and students with the benefits of ERIC.
>
> How to publicize or promote ERIC system to people who need to use the system.
>
> How to advertise the ERIC collection.
>
> How to generate interest in ERIC.

Promoting ERIC to Specific Groups of Users

Seventeen (17) comments were written on involving specific groups of users of ERIC. Some sought information on how to involve these groups, while others offered suggestions on groups who should be served by ERIC. Specific examples are presented below.

> How to encourage use of ERIC by non-traditional users. ERIC isn't just for College of Education students.
>
> How to get high schools to use ERIC more.
>
> How to make faculty aware of ERIC's importance.
>
> What techniques can be used to make educators aware of ERIC?

> Increasing community usage.

Promoting ERIC Through Faculty Members

Four (4) comments were written concerning promoting ERIC through faculty members. An example is presented below.

> Hold workshops on campuses to inform faculty of ERIC services. Librarians learn how to explain the system, but only faculty members requiring course-related use of research (i.e., ERIC or other) can get students to the library or collection.

Suggestions for Promotion Publicity

Five (5) comments were written offering suggestions for promotion publicity. Specific examples are presented below.

> Publicity ideas guidebook.
>
> More publication of ERIC in educational professional literature.

COMMUNICATION WITHIN ERIC

Comments on communication within ERIC concerned themselves with making ERIC more responsive to SOC needs, and with communication with clearinghouses.

Making ERIC More Responsive to SOC Needs

Twenty-Two (22) comments were written on making ERIC more responsive to SOC needs. Many suggested publications that would be helpful to SOCs, while others suggested mechanisms that would effect changes in ERIC's organization. Specific examples are presented below.

> It would be nice if there were more prompt communication between ERIC Central and ERIC facilities concerning latest developments, etc. - I'm not sure it's possible, but it would be nice!
>
> Improvement should be ongoing and those of us using the system should be part of the evaluation on an ongoing basis, not just an occasional questionnaire. For example, develop a brief report form for those of us doing computer searching on which we may report 1) topics not covered in ERIC but which patrons need information (documents) on,

2) descriptors which are found to be giving wrong or poor hits on computer searches, 3)suggested changes or additions of descriptors, i.e. help! Need more NT descriptors in Physical Education field, 4) other major problems encountered while doing computer searching. We need better communication between central ERIC and those of us involved in patron use of ERIC. Centralize into one publication-all the clearinghouse publications. That way you could have one very good publication in a usable size, and could be handled more like a legal periodical. If you must continue publishing on an individual basis, do so on a regular basis. In RIE and CIJE each month, print a sample citation form for microfiche and magazine. Please print a separate monthly list of level 3 documents for us so we may consider purchase.

Faster response to document ordered.

Coordinate ordering of tools and publications.

Send a list regularly of new ERIC publications to subscribers. Many items we find by chance.

Communication with Clearinghouses

Fifteen (15) comments were written on SOC communication with clearinghouses. Most suggested easier and more regular contact with the clearinghouses. Specific examples are presented below.

All clearinghouses should have toll free numbers. Journal articles should also be made available on microfiche.

More contact with each clearinghouse on an ongoing basis.

Better communication.

A free newsletter from every clearinghouse-very frequently-advertising new services, new materials sent to each subscriber would be helpful. Should be available at least every 6 months.

WORKSHOPS

Fifteen (15) comments were written on workshops. Most recommended workshops on a regular basis, and others recommended topical workshops. Specific examples are presented below.

Workshops in computer strategies.

Local or regional workshops for those who work with ERIC.

More frequent workshops.

Continue your excellent workshops at appropriate intervals.

SOCs NEEDING GENERAL ORIENTATION TO ERIC

Twenty-two (22) comments were written by SOCs needing general orientation to ERIC. Most were from SOC staff who are unfamiliar with the ERIC system. Specific examples are presented below.

General awareness, etc.

I hope to pick up as much general information as possible since I have been working with ERIC for only a little over one year.

General background data - we have just purchased the ERIC microfiche.

General review of ERIC system.

What is ERIC?

APPENDIX T-1

ERIC STANDING ORDER CUSTOMERS (SOCs) NEEDING ADDITIONAL STAFF TRAINING ON ERIC

ERIC SOCs Providing Data		Yes		No	
Type of Organization	n	no. SOCs	%n	no. SOCs	%n
College or University	335	203	61	132	39
State Agency	19	13	68	6	32
School System	15	11	73	4	27
Information Center	13	5	38	8	62
Public Library	6	5	83	1	17
Federal Agency	2	2	100	0	0
R & D Center	4	3	75	1	25
Other	8	6	75	2	25
All Organiz.	402	248	62	154	38

APPENDIX T-2

ADDITIONAL TRAINING ON ERIC NEEDED BY STAFF OF ERIC STANDING ORDER CUSTOMERS (SOCs)

ERIC SOCs Providing Data		Introduction to ERIC		Advanced Information on ERIC		Update on ERIC System		Use of ERIC Tools		Data Base Searching & Bibliography Development		Methods of Orientation to ERIC		Other Types of Training	
Type of Organization	n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n	no. SOCs	%n
College or University	182	32	18	34	19	22	12	31	17	64	35	33	18	4	2
State Agency	11	1	9	3	27	5	45	3	27	3	27	2	18	0	0
School System	9	2	22	3	33	3	33	1	11	2	22	0	0	0	0
Information Center	4	1	25	2	50	1	25	1	25	1	25	1	25	0	0
Public Library	5	1	20	1	20	0	0	0	0	1	20	2	40	0	0
Federal Agency	1	0	0	0	0	0	0	0	0	1	100	0	0	1	100
R & D Center	3	1	33	0	0	0	0	1	33	1	33	0	0	0	0
Other	6	3	50	2	33	1	17	0	0	1	17	0	0	0	0
All Organiz.	221	41	19	45	20	32	14	37	17	74	33	38	17	5	2

APPENDIX T-3

ERIC-RELATED STAFF TRAINING NEEDS IDENTIFIED BY ERIC STANDING ORDER CUSTOMERS (SOCs)

SOC ID Number	Types of Staff Training Needs						
	Introduction to ERIC	Advanced Information on ERIC	Update on ERIC	Use of ERIC Tools	Data Base Searches	Instruction and Orientation in ERIC	Other
AL 107		ADV INFO					
AL 108					SEARCH		
AL 113		ADV INFO					
AL 115				TOOLS		INSTRUCT	
AK 201			UPDATE				
AK 203					SEARCH		
AK 205							
AZ 301				TOOLS			
AZ 303							
AZ 306				TOOLS			
AR 402				TOOLS	SEARCH		
AR 403	ERIC INTRO						
AR 404					SEARCH	INSTRUCT	
AR 406					SEARCH		
AR 407	ERIC INTRO	ADV INFO					
AR 408				TOOLS			
CA 501		ADV INFO					
CA 502	ERIC INTRO						
CA 504			UPDATE				
CA 513				TOOLS			
CA 515		ADV INFO					
CA 518					SEARCH		
CA 519					SEARCH		
CA 520							
CA 523					SEARCH		
CA 525				TOOLS			
CA 526		ADV INFO					
CA 528		ADV INFO	UPDATE				
CA 532		ADV INFO					
CA 534					SEARCH		
CA 537							
CA 539		ADV INFO					
CA 540	ERIC INTRO						
CA 543							
CO 608				TOOLS			
CT 701	ERIC INTRO						
CT 702	ERIC INTRO						
CT 703							
CT 704							
DE 801				TOOLS		INSTRUCT	
DC 902			UPDATE				
DC 909				TOOLS			
DC 910	ERIC INTRO						
DC 911					SEARCH		
DC 912				TOOLS			
FL1002				TOOLS			
FL1003		ADV INFO					
FL1005					SEARCH		
FL1006							
FL1010						INSTRUCT	
FL1014	ERIC INTRO						
FL1016						INSTRUCT	
FL1018						INSTRUCT	
FL1019					SEARCH		
FL1020	ERIC INTRO	ADV INFO	UPDATE				
FL1021	ERIC INTRO						
GA1105						INSTRUCT	
GA1108					SEARCH		
GA1109		ADV INFO					
GA1110					SEARCH		
GA1111		ADV INFO					
GA1112					SEARCH		
GA1113	ERIC INTRO						
GA1114					SEARCH		
GA1115				TOOLS			
GA1117	ERIC INTRO						
GA1118	ERIC INTRO				SEARCH		

204

APPENDIX T-3 (Continued)

HI1201				TOOLS	SEARCH		
HI1202							
ID1302					SEARCH		
IL1401			UPDATE		SEARCH		
IL1402			UPDATE				
IL1403					SEARCH		
IL1406					SEARCH		
IL1408				TOOLS			
IL1410				TOOLS			
IL1414		ADV INFO					
IL1415			UPDATE				
IL1416		ADV INFO					
IN1501	ERIC INTRO						
IN1503		ADV INFO					
IA1601	ERIC INTRO	ADV INFO					
IA1604		ADV INFO			SEARCH		
KS1701	ERIC INTRO						
KS1702	ERIC INTRO	ADV INFO			SEARCH		
KS1703			UPDATE				
KS1706							
KS1708	ERIC INTRO					INSTRUCT	
KY1801	ERIC INTRO						
KY1802		ADV INFO					
KY1807				TOOLS			
KY1808					SEARCH		
LA1902			UPDATE				
LA1904	ERIC INTRO		UPDATE				
LA1905			UPDATE				
LA1906		ADV INFO					
LA1907	ERIC INTRO						
LA1911						INSTRUCT	
MD2105			UPDATE			INSTRUCT	
MA2202	ERIC INTRO		UPDATE				
MA2209							
MA2210			UPDATE				
MA2213							
MA2215	ERIC INTRO					INSTRUCT	
MA2216							
MA2219							
MA2224							
MA2225				TOOLS			
MA2227	ERIC INTRO						
MA2228	ERIC INTRO						
MA2229	ERIC INTRO						
MI2304							
MI2308							
MI2310						INSTRUCT	
MI2313						INSTRUCT	
MI2315					SEARCH		
MI2316					SEARCH		OTHER
MI2318			UPDATE	TOOLS	SEARCH		
MN2406		ADV INFO	UPDATE				
MN2407				TOOLS			
MS2501				TOOLS			
MS2503			UPDATE		SEARCH		
MS2505		ADV INFO					
MS2507					SEARCH		
MO2608				TOOLS	SEARCH		
MO2611				TOOLS			
MO2612				TOOLS	SEARCH		
MT2701							
MT2703					SEARCH		
NE2803		ADV INFO		TOOLS	SEARCH	INSTRUCT	
NV2901		ADV INFO					
NJ3102					SEARCH		
NJ3104				TOOLS			
NJ3105		ADV INFO				INSTRUCT	
NJ3106							
NJ3113	ERIC INTRO				SEARCH		
NJ3114							
NM3201	ERIC INTRO					INSTRUCT	
NM3202							
NM3204							
NM3205					SEARCH	INSTRUCT	
NM3206					SEARCH		

APPENDIX T-3 (Continued)

NY3301			UPDATE				
NY3304		ADV INFO					OTHER
NY3307	ERIC INTRO						
NY3308				TOOLS			
NY3309			UPDATE				
NY3311					SEARCH		
NY3313				TOOLS			
NY3315					SEARCH		
NY3322	ERIC INTRO						
NY3323					SEARCH		
NY3326	ERIC INTRO		UPDATE				
NY3328	ERIC INTRO						
NY3331						INSTRUCT	
NY3332		ADV INFO					
NY3337					SEARCH		
NY3341				TOOLS			
NY3342							
NY3344					SEARCH		
NY3353					SEARCH		
NY3354			UPDATE			INSTRUCT	
NY3357							
NY3358	ERIC INTRO						
NC3405					SEARCH		
NC3408		ADV INFO					
NC3412		ADV INFO					
NC3416		ADV INFO					
OH3602					SEARCH		
OH3603			UPDATE				
OH3605					SEARCH		
OH3613					SEARCH		
OH3620					SEARCH		
OK3701				TOOLS		INSTRUCT	OTHER
OK3702						INSTRUCT	
OK3704					SEARCH		
OK3707					SEARCH		
OK3708	ERIC INTRO						
OK3709		ADV INFO					
OR3805					SEARCH		
PA3902							
PA3907	ERIC INTRO		UPDATE				
PA3911	ERIC INTRO	ADV INFO					
PA3914					SEARCH		
PA3916						INSTRUCT	
PA3921						INSTRUCT	
PA3922	ERIC INTRO						
PA3925						INSTRUCT	
PA3926				TOOLS		INSTRUCT	
PA3928							
SC4103	ERIC INTRO						
SC4106						INSTRUCT	
SC4107					SEARCH		
TN4301					SEARCH		
TN4303			UPDATE				
TN4304							
TN4307					SEARCH		
TN4308							
TX4403			UPDATE				
TX4404			UPDATE	TOOLS			
TX4405		ADV INFO					
TX4407						INSTRUCT	
TX4408							
TX4409		ADV INFO			SEARCH		
TX4410							OTHER
TX4412		ADV INFO					
TX4414						INSTRUCT	
TX4415					SEARCH		
TX4416	ERIC INTRO						
TX4418		ADV INFO					
TX4420	ERIC INTRO						
TX4421					SEARCH		
TX4424				TOOLS			
TX4426		ADV INFO				INSTRUCT	
TX4431			UPDATE				
TX4436						INSTRUCT	
TX4437		ADV INFO					
TX4438					SEARCH		

216

APPENDIX T-3 (Concluded)

TX4439						INSTRUCT	
TX4441					SEARCH		
TX4442					SEARCH		
TX4443					SEARCH		
TX4444						INSTRUCT	
TX4446		ADV INFO		TOOLS	SEARCH		
TX4450		ADV INFO					
TX4453					SEARCH		
TX4454						INSTRUCT	
TX4455					SEARCH		
TX4456				TOOLS			
VT4601			UPDATE				
VA4709		ADV INFO					
VA4710		ADV INFO					
VA4713			UPDATE				
VA4717					SEARCH	INSTRUCT	
VA4718							
WA4801		ADV INFO					
WA4804				TOOLS			
WA4807					SEARCH		
WA4812					SEARCH	INSTRUCT	
WV4909					SEARCH		
WI5004							
WI5005						INSTRUCT	
WI5006		ADV INFO	UPDATE				
WI5009					SEARCH	INSTRUCT	OTHER
WI5010					SEARCH		
WI5015	ERIC INTRO					INSTRUCT	
WI5016			UPDATE		SEARCH		
VI5401				TOOLS	SEARCH		

APPENDIX T-4

COMMENTS BY WORKSHOP PARTICIPANTS ON THE NEEDS OF STANDING ORDER CUSTOMER STAFF FOR ADDITIONAL TRAINING ABOUT ERIC

A large proportion of the workshop participants expressed a need for additional staff training on ERIC, and many participants identified specific training topics. The number of comments was so large that only a sample of them are presented below. All comments were grouped into the six areas shown with standing order customer identification numbers in Appendix T-3. Those same training subject areas are used to categorize the comments which follow.

INTRODUCTION TO ERIC

Basic ERIC Orientation

Needs were identified for the provision of a basic staff orientation to ERIC resources:

> Hands-on workshop instruction for general reference librarians who lack education background.
>
> The fiche collection is separated from the Reference Department. Consequently, the AV staff need to become more aware of the basic information pertaining to ERIC.
>
> I would like the other full-time workers in my department to learn how to better help students with it. I plan an ERIC unit as part of a general reference training manual I'm developing for non-professional personnel.
>
> Mostly, making the staff aware of all ERIC's capabilities and how to interpret and use for the patron.
>
> Make all library staff aware of ERIC materials and its value.

ERIC Thesaurus

Needs were expressed for training on techniques and using the ERIC Thesaurus:

Staff needs additional training in the use of the ERIC Thesaurus.

Use of the ERIC Thesaurus-improved search techniques.

Reference Tools

Needs were expressed for an orientation to the less well known references:

Practical usage of Identifier Usage Report.

Peripheral lists terms, publications, etc.

DATA BASE SEARCHES

General Training on Computer Searching

Many needs were expressed for the development of basic skills in computer searching:

Additional information on ERIC Computer Searching.

We need additional training on helping our patrons select terms for computer searches.

Additional training on computer applications of ERIC.

I would like further training in the actual mechanical technique of computer searching.

More training for efficient computer searches.

We would need training if we started computer searches.

We would like to know more about computer searches available.

How to do on-line searching.

Techniques in on-line searching ERIC are always changing and up-dating is constantly needed.

Advanced Computer Searching

Needs were expressed for the capability to conduct more sophisticated computer searches:

Advanced ERIC DIALOG training

Appendix T-4 (Continued)

Training New Staff

Concern was expressed for the training of new staff on the scope and use of ERIC resources:

> Newer staff may need additional training.
>
> Additional staff members should be trained. Changes and new products need to be stressed.
>
> Inservice training for new staff using present staff and ERIC AV materials.

Answer Van

Need was expressed for system-wide overview materials on ERIC, such as the new ERIC Answer Van:

> Answer Van type notebook for student assistants.

ADVANCED INFORMATION ON ERIC

Specific ERIC Services

Interest was expressed in obtaining in-depth information on the operation of ERIC components:

> More detailed knowledge of ERIC services and EDRS, etc.
>
> Visit clearinghouse.
>
> Detailed training.

ERIC Workshops

Needs were expressed for continuing workshops on the management of ERIC resources:

> Workshops similar to this one seem most helpful.
>
> I have learned something from this session and wish that every member of our reference staff could have the same experience.
>
> More workshops such as this. Maybe even on-site visitation by ERIC/DIP personnel. (Bring your computer!)
>
> Additional workshops.

UPDATE ON ERIC

System Changes

Needs were expressed for staff to keep up to date on trends and activities in the ERIC system:

> We need training in the sense of keeping current with new trends and changes.
>
> Keeping abreast of new developments.
>
> Only as new procedures or system changes are implemented.
>
> Yearly workshops to keep up with new developments.

Tools

Needs were expressed for learning latest status on content and use of indexes and other tools:

> Continuous updating of publication information.
>
> Occasional updating on any significant changes in coverage indexing. It could be a newsletter rather than formal workshops. Most of our staff are professional librarians and have a good basic familiarity with ERIC.

USE OF ERIC TOOLS

Indexes

Additional training was requested on the use of index terms, tools and guidelines:

> Transfer of VT to ED instructions and AIM/ARM instructions.
>
> Would like training by selected clearinghouses in how each interprets and uses descriptors and identifiers.
>
> Better and more regular information on indexing procedures,etc.
>
> How to use manual indexes, train users to use indexes.

Appendix T-4 (Continued)

Methods of Manual Searching

Manual searching strategies and more efficient use of Thesaurus.

Actually, we need to know how to make utilization more efficient, especially for manual searches.

More knowledge of manual searching and for communication with computer programmers.

For more effective manual searching, so I can train the students more effectively.

Search Strategies and Techniques

Needs were expressed for training on methods for planning both manual and computer searches:

Subject on terminology negotiation.

"Tricks of the trade," interaction with others who are searching and particularly computer searches.

We would be interested in data base/search strategy training.

Quick searches.

I would like to learn more about computer searching in the event T.U. gets a terminal in the Library. Also I need to be more proficient in subject selection headings, learning how to narrow the field of possibilities.

How to word requests.

Knowledge of selection criteria and data base to help users structure searches to be sent to other agencies for actual searching.

Reference Service by Computer

Training was sought on the use of computer reference tools:

Computer applications for ready reference.

Answering reference questions with on-line use of ERIC.

Search Referrals

Need was expressed for information on organizations that conduct computer searches of the ERIC Data Base:

> Our biggest need is specific information regarding where to send referrals for computer searching. Our users are too lazy to do manual searching, and we need to stay "on top of" searching costs, etc., of area places.

INSTRUCTION AND ORIENTATION ON ERIC

Promotion

Needs were expressed for assistance in expanding the use of ERIC resources:

> Staff of university is very ignorant of ERIC resources. I'm working on them.
>
> The ERIC collection is so well set up and straight forward that demonstration of it is easy. The problem is not in assisting users but more in inspiring professors to give ERIC assignments.
>
> How to create interest.

Methods

Assistance was sought in developing interesting techniques on the use of the ERIC system:

> Teaching techniques that are not uninteresting to the student who knows absolutely nothing about ERIC.
>
> More tips on training users to manually search the ERIC tools.
>
> Would like to see a dynamic, effective presentation (either live or tape) of a person teaching ERIC who has the necessary professional skills (e.g. acting ability, attention-getting techniques) to get the lesson across.
>
> We might benefit from more in-depth training designed to assist faculty in understanding the system.

Materials

Information was sought on effective use of orientation materials:

> Maybe a "flow-chart" type explanation to help train library clerks and students who help users with ERIC when librarians are not available.

Awareness of materials already available.

Want to see what others have done, specifically in slide/tape programs and in physical layout/signs.

Ideas for training uses and developing orientation materials.

OTHER TRAINING NEEDS

Additional Training

Several comments were made on the value of additional training experiences:

> Microforms collection has just recently come under my supervision. One reason for attending this workshop is to determine what type of training is necessary and reasonable for staff of one clerical and six student assistants.
>
> Additional training can always be valuable. I think our staff has a fairly good understanding of ERIC and is able to assist most users. Yet, one always develops additional awareness through additional training and usage.

No Additional Training

Several explanations were provided for why no additional training is needed:

> Just additional time.
>
> Would have said "yes" before attending this workshop!
>
> I think this workshop has been helpful enough for right now.

APPENDIX U-1

MEAN PARTICIPANT EVALUATION RATINGS[a] OF RELEVANCY OF WORKSHOP AGENDA TOPICS

Workshop Location	ERIC Update	ERIC Components & Printed Tools	Microfiche Collection	Computer & Manual Searching	User Training & Orientation	Library Management Reporting	Browsing Materials
1. Alexandria, VA	4.2	4.0	3.6	4.4	4.0	3.9	3.9
2. St. Paul, MN	4.2	3.7	3.5	4.2	4.1	3.8	3.8
3. Ann Arbor, MI	4.8	4.8	4.6	4.6	4.4	4.4	4.4
4. Jacksonville, FL	4.6	4.1	3.6	4.0	4.5	3.3	4.3
5. St. Louis, MO	3.8	3.9	3.4	3.9	3.5	3.0	4.2
6. Columbus, OH	4.0	4.2	3.7	4.1	4.1	3.6	4.1
7. Indianapolis, IN	4.5	4.3	3.9	4.4	4.0	3.2	4.0
8. Boulder, CO	4.4	3.9	3.5	3.9	3.8	3.2	3.7
9. New York, NY	4.4	3.9	3.7	3.6	3.9	2.8	3.8
10. New Orleans, LA	4.5	4.3	3.9	4.0	4.3	3.9	4.2
11. Philadelphia, PA	4.4	3.9	4.1	3.8	4.0	4.3	3.8
12. Raleigh, NC	4.5	4.2	3.6	4.0	4.1	3.7	4.3
13. Oklahoma City, OK	4.4	4.0	3.8	4.2	4.2	3.4	4.5
14. Portland, OR	4.3	4.0	3.9	3.7	4.2	3.6	3.5
15. San Francisco, CA	4.4	4.1	3.4	3.8	3.8	3.3	3.7
16. Charleston, WV	3.8	3.8	3.6	4.2	4.0	4.2	4.0
17. Boston, ME	4.2	4.2	3.3	4.0	3.7	3.0	4.0
18. Phoenix, AZ	4.4	3.9	3.4	4.0	4.0	3.1	4.0
19. Syracuse, NY	4.7	4.4	3.2	3.8	3.9	3.6	4.4
20. San Antonio, TX	4.1	4.2	3.5	3.7	4.4	3.3	3.8
21. Dallas, TX	4.3	4.2	3.9	3.7	4.2	3.1	4.0
22. Los Angeles, CA	4.5	3.3	3.0	4.3	4.2	2.8	3.8
23. Toronto, ONT	b	b	b	b	b	b	b
24. Urbana, IL	4.4	4.1	3.8	4.4	4.4	4.0	3.6
25. New York, NY	4.2	4.0	3.9	4.0	3.6	3.4	4.1
26. Atlanta, GA	4.6	4.2	4.0	4.2	4.4	3.7	4.2
Total	4.3	4.0	3.7	4.0	4.1	3.5	4.0

[a] Participants rated topics according to the following scale:
Not Relevant at All 1 2 3 4 5 Extremely Relevant

[b] Participant evaluations were not collected at Toronto meeting.

APPENDIX U-2

MEAN PARTICIPANT EVALUATION RATINGS[a] OF USEFULNESS OF WORKSHOP INFORMATION

Workshop Location	ERIC Update	ERIC Components & Printed Tools	Microfiche Collection	Computer & Manual Searching	User Training & Orientation	Library Management Reporting	Browsing Materials
1. Alexandria, VA	3.9	3.8	3.1	4.6	4.2	3.6	3.9
2. St. Paul, MN	4.0	3.2	3.1	3.8	3.8	3.4	3.6
3. Ann Arbor, MI	5.0	4.6	4.6	4.4	4.2	4.4	4.4
4. Jacksonville, FL	4.5	3.9	3.4	4.0	4.4	3.4	4.3
5. St. Louis, MO	3.4	3.8	3.2	3.8	3.2	2.9	3.8
6. Columbus, OH	4.2	4.0	3.7	3.7	3.5	2.9	3.9
7. Indianapolis, IN	4.3	4.2	3.8	3.9	3.7	3.4	4.4
8. Boulder, CO	4.1	3.7	2.9	3.4	3.4	2.8	3.6
9. New York, NY	4.3	4.1	3.5	3.4	3.6	3.1	3.8
10. New Orleans, LA	4.2	4.2	4.1	4.2	4.3	4.1	4.1
11. Philadelphia, PA	4.2	3.7	4.0	3.8	3.9	4.1	3.4
12. Raleigh, NC	4.2	4.0	3.4	3.8	4.1	3.4	4.1
13. Oklahoma City, OK	4.6	3.9	3.6	4.2	4.0	3.6	4.2
14. Portland, OR	4.3	3.9	3.9	3.6	4.0	3.4	3.5
15. San Francisco, CA	4.1	4.0	3.2	3.6	3.6	3.2	4.0
16. Charleston, WV	4.0	3.8	3.2	4.0	3.6	4.0	3.8
17. Boston, ME	4.0	4.1	3.5	3.9	3.5	3.0	4.0
18. Phoenix, AZ	4.4	4.0	3.8	4.0	4.0	3.4	4.3
19. Syracuse, NY	4.6	4.3	3.1	3.7	3.6	3.6	4.3
20. San Antonio, TX	4.1	4.0	3.5	3.8	4.0	3.7	3.9
21. Dallas, TX	4.1	3.9	3.7	3.4	4.0	3.3	4.0
22. Los Angeles, CA	4.0	3.5	3.0	4.2	4.0	3.3	3.7
23. Toronto, ONT	b	b	b	b	b	b	b
24. Urbana, IL	4.1	3.9	3.4	4.1	4.0	3.5	3.6
25. New York, NY	4.3	4.0	3.7	3.9	3.2	3.5	4.0
26. Atlanta, GA	4.5	4.2	3.4	3.8	4.0	3.4	4.0
Total	4.2	3.9	3.5	3.9	3.8	3.4	3.9

---

[a] Participants rated topics according to the following scale:
Not Useful 1 2 3 4 5 Very Useful

[b] Participant evaluations were not collected at Toronto meeting.

APPENDIX V-1

COMPARISON OF COMMENTS ON STRENGTHS AND WEAKNESSES OF ERIC RESOURCE MANAGEMENT WORKSHOPS

Workshop Strengths		Workshop Weaknesses	
no.	Subject	no.	Subject
	1. AGENDA TOPICS		
58	ERIC Update		
29	Overview of ERIC Components and Management of Printed Tools		
21	Display Materials		
27	Management of Computer and Manual Searching	58	Management of Computer and Manual Searching
13	Training and Orientation of Users	14	Training and Orientation of Users
4	Management of MF Collection	7	Management of MF Collection
		15	Library Management Reporting
152		94	
	2. QUALITY OF INFORMATION AND ACTIVITIES		
28	Good Workshop		
29	Group Discussions and Size of Group		
28	Information Gathered		
23	Learning How Others Solve Problems		
16	High Interest Topics		
5	Emphasis on Practical		
67	Interchange Among Fellow Librarians		
62	Participant Interaction	12	Participant Interaction
5	Becoming Acquanted with Librarians	4	Becoming Acquainted with Fellow Librarians
36	Handout Materials	11	Handout Materials
7	Specific Topic Was Covered	22	Specific Topic Was Not Covered
		8	Workshop Guides
		5	Mapping, Paired Interviews
306		62	

Appendix V-1 (Continued)

3. STAFF AND PRESENTATIONS

48	Knowledgeable Staff		
34	Leadership		
26	Friendliness and Helpfulness of Staff		
29	Openness to Participant Concerns		
21	Nice Atmosphere, Like Informality		
17	Good Presentation		
7	Enthusiasm of Staff		
40	Clearinghouse Services	10	Little Expertise on Entire ERIC System
23	Opportunities to Raise Questions	10	All Participant Questions Not Answered
		17	Presentations Overly General or Basic
		10	Sessions
		9	Presentations Not General or Basic Enough
		6	Speakers
		10	Use of AV During Presentations
245		72	

4. WORKSHOP ORGANIZATION

15	Participants Reimbursed for Workshop Related Expenses		
87	Well Organized Workshop	28	Unstructured, Disorganized Workshop
8	Convenient Time Arrangement	12	Workshop Not Well Scheduled
		38	Not Enough Time
		14	Different Types of Users Mixed Together
		15	Participants Needed More Preconference Information
		13	Participants Wanted Copy of Workshop Guide Before the Conference
		8	Wanted More/Different People To Come
		7	Users with Varied Levels of Knowledge Mixed Together
		4	Too Long
110		139	

Appendix V-1 (Concluded)

5. WORKSHOP FACILITIES

65	Accommodations and Food	8	Food
		12	Meeting Facilities
		11	Too Crowded
		9	Room Accommodations
		6	Room Too Hot/Too Cold
65		46	

APPENDIX V-2

WORKSHOP EVALUATION COMMENTS ON WORKSHOP STRENGTHS

The comments in this appendix are a sampling of the written comments on workshop strengths from the Participant Evaluation of Workshop forms. The comments are grouped in categories representing different aspects of the workshop. Within each category, the comments are presented in sets according to the specific types of workshop strengths being discussed.

1. Agenda Topics

Eric Update

Excellent way to keep up-to-date.

Information conveyed on ERIC publications (update) was useful and helpful. What was mentioned will be used.

Update session, becoming aware of: (1) New improvements with indexes and Thesaurus, and (2) Orientation aids and teaching aids available.

Good for bringing us to date. It was interesting to see how others handled products.

New information about ERIC and its use was very valuable.

The opening ERIC update gave me a good idea of what to expect in the months to come.

Update of ERIC Services was particularly interesting as well as seeing some of the newer publications.

News of new developments in ERIC and changes that haven't occurred as yet, but hopeful for the future.

Good updating, consciousness raising, useful information on how to get additional infomaiton.

Update of services and products, very useful information for institutions which are heavy users of the system (as ours).

Overview of ERIC Components

The information conveyed at the meeting was very useful from my standpoint as a library administrator. Since I have overall responsibility for coordinating public services, I can see its applicability to more than one unit in the library and can institute changes in these units.

Excellent overview of the future plans of ERIC.

A good program which leads to better understanding of ERIC.

Learning about ERIC from ERIC people. I'd never had contact with an ERIC representative.

Helpful overview for the novice.

I am more knowledgeable about ERIC and what it does and can do.

For a new user of ERIC, faced with management, equipment and promotion decisions, this was ideal. I wish more groups provided services like this.

Display Materials

Chance to see new tools.

Presentation of otherwise unknown/inaccessible publications, handouts, etc.

The display was well done. I was appreciative of the AV presentation not dragging on forever. Just enough was shown to provide an idea of training material content.

Seeing items - real thing much nicer than publication flier.

Management of Computer and Manual Searching

Computer search explanation - excellent intorduction to get potential users aware of computer searching, but wisely did not get into details (other than trouble shooting) in this particular workshop.

More interest in those who do manual searching.

I learned a great deal about the computer search and the AV materials available for instruction. Thanks for suggestions about advertising.

The workshop was useful in providing an explanation of the appropriate way to begin searches. I've only had limited experience with using ERIC resources; therefore, this workshop was very broadening for me, personally.

I found observing actual computer use informative.

Training and Orientation of Users

The instruction session was excellent.

"It's that Easy" - quite interested in purchasing user training videotape.

User training was OK but I expected more examples of different training manuals.

APPENDIX V-2 (Continued)

Exposure to training materials.

Ideas for training and promotion of the service.

Management of MF Collection

Good explanation of alternate methods of fiche collection management.

Importance of keeping statistics and how to do it.

2. Quality Of Information and Activities

Good Workshop

It was a good workshop.

Well rounded.

I found the overall program excellent and informative, both from the clearinghouse representatives, and from my colleagues in general. Discussion groups most beneficial.

I attended your workshop four (4) years ago and I am happy to say that this one was a great improvement.

Encouraging, overall.

Very helpful.

Good shot in the arm for all of us working with ERIC.

Group Discussions and Size of Group

Chance for discussion of common problems.

Good group of participants - both in number and quality.

Such discussions generate new ideas.

Good size - permitted involvement.

Open discussion - ideas shared with others.

Dividing people into interest groups to a certain extent, i.e. coordination of data searches from remote access points.

Did a good job of allowing the experience and knowledge represented in the group to express itself given the time restraint.

Information Gathered

The total program of the workshop was most informative, and fulfilled my expectations, and caused interest to promote immediate usage of ERIC.

Lots of information - both basic and more technical.

APPENDIX V-2 (Continued)

New ideas on materials coming from other places.

Many bits of valuable information turned up. Several of them will definitely affect my management of the ERIC collection.

Very informative in all areas except record keeping.

Materials and presentations were informative and more relaxing.

The wrap-up at the end was a nice touch, and proved most interesting.

Learning How Others Solve Problems

Good discussion of mutual problems.

Hints on usage and problem solving much appreciated.

To hear others and their procedures, results, and comments.

High Interest Topics

Workshop topics were timely.

Topics of highest possible professional relevance and interest.

Each topic presented to the core point.

The topics covered were of interest and current. The amount of material that comes into a library is sometimes overlooked because of lack of time. Your personal presentation was greatly appreciated.

Emphasis on Practical

Sessions were very good. A mix of the practical and the theoretical.

Enjoyed the common sense atmosphere encouraged by workshop leaders.

Interchange Among Fellow Librarians

This was very useful in terms of information exchange.

The opportunity to discuss ERIC with other librarians was useful.

I felt that the diversity of types of libraries represented was valuable on broadening the concepts brought **out**. I want to commend the ERIC staff members at this workshop on the fact that the workshop was not overly structured. An informal approach and setting are more conducive, I feel, to discussion and exchange of ideas. Approaching the subject of equipment needs on a realistic level, rather than presenting a prototype, was refreshing.

In addition, this was a great chance just to meet fellow librarians.

Being able to share with people in all sizes of institutions was helpful and gave me insight into variations in management and servicing ERIC that are useful and important.

APPENDIX V-2 (Continued)

Good to visit with people in other institutions to talk about ways they handle the same things.

The give and take of information among participants.

It was great getting together with people who have the same problems I do: stimulating and edifying.

Exchange of information. Input of ideas for the future.

Excellent opportunity for inter-institutional communication.

This was a marvelous exchange of ideas, concerns, methodologies and changes of/in ERIC. I found it very valuable in helping me to assess our collection.

Much informaiton was shared with Standing Order Customers. This was extremely helpful.

Opportunity to compare notes with colleagues.

Willingness to share ideas of participants and leaders.

Participant Interaction

Participants are same types of libraries, provide similar services, eager to share information.

Learning what other schools, universities, etc. are doing with ERIC.

Sharing of ideas with leaders and participants.

It is helpful to meet others who are engaged in similar activities and exchange information and identify problem areas.

Nice to have emphasis on sharing information.

Brought together librarians from different types of institutions and and with different types of services.

Brainstorming was highlight of the day. I really feel as though ERIC is democratic.

Brainstorming session was fun and good way to get information.

The discussion of how we do it also brought out some useful ideas.

Planned interaction with other participants.

It may be inconvenient, but a small (crowded) room encourages people to interact more. (I think!)

Becoming Acquainted with Fellow Libriarians

Brought me together with others who use the system - built personal contacts.

APPENDIX V-2 (Continued)

Handout Materials

Good provision of printed materials, so we could listen and discuss, not just scribble notes furiously.

Materials provided are ample and useful.

Sample handouts will be used by me to revise ours.

Good descriptive materials of ERIC.

Handouts concerning how to submit documents to ERIC.

Specific Topic Was Covered

Complete explanation of RIE and CIJE format.

General suggestions for compiling bibliographies, etc.

Information concerning individual descriptors was very helpful.

Great for ideas on advertising ERIC.

Discussions of specific aspects of using ERIC indexes - (the little things, like levels of documents, double slash meaning).

3. Staff and Presentations

Knowledgeable Staff

Person conducting meeting was very knowledgeable in the material he presented and certainly made a hundred percent effort to create interest and discussion. He also showed interest in all persons attending and tried to answer all questions raised.

Moderator extremely well-informed.

All of the ERIC representatives were very knowledgeable, enthusiastic and personable - and they supported and complemented each other well.

Consultants were knowledgeable. On several occasions answers to questions were not at hand, but consultants admitted they did not know the answer; however, attempts were made to secure the answer.

ERIC staff were knowledgeable and enthusiastic, willing to listen to requests for change.

ERIC leaders seem quite knowledgeable and able to present ERIC well.

Questions workshop staff asked us.

Workshop personnel are capable, knowledgeable pros with honest interest in the users.

The staff presenting the material were very articulate and showed a tremendous knowledge of their subject. The planning of the program was done thoroughly.

Knowledgeable leaders, good interaction among them.

Leadership

Professionalism of coordinators of workshop.

Appreciated leader's cut-off of irrelevant discussions.

Resourcefulness of coordinators.

Speakers well-prepared.

The personalities of the workshop leaders made the sessions most enjoyable.

Rapport of presentors with the audience.

Excellent information, communicated effectively.

Friendliness and Helpfulness of Staff

All clearinghouse people were helpful and interested in interacting.

All clearinghouse people were pleasant, friendly, and for the most part knowledgeable about clearinghouse matters.

Clearinghouse staff - helpful, well informed, encouraging.

Beautiful cooperation and courtsey by workshop people. Showed much concern! Unusual!

Everyone was extremely friendly and helpful. This will make me less hesitant about contacting the resource person. I felt I really could get help quickly.

Sincere efforts were shown by staff to help alleviate any problems participants had.

Friendly leaders.

Friendly, professional, dedication, inspiring.

Openness To Participant Concerns

Attitude of ERIC representatives and willingness to follow up on questions or problems presented.

I felt my input was welcome and would be considered.

Patience and availability of workshop leaders.

Sincere willingness on the part of administrators to listen to complaints, try to revamp the system to accomodate the users.

APPENDIX V-2 (Continued)

Openness of discussions.

The clearinghouse personnel are able to explain and clarify many facets of how it really is on the other side. They listen, care, and show that they are completely dedicated to the ERIC system.

Considering number of people in attendance, amazing how much personal attention could be given.

Nice Atmosphere , Liked Informality

Informality allowing for major participation by participants.

Relaxed atmosphere.

Informal discussion atmosphere prompted sharing of ideas.

Informative with light/informal. This helps keep a fairly long meeting from being tedious.

Good Presentations

Professional expertise. Clear presentations.

Plenty of equipment; videotape player, overhead projector, etc.

Presentations were brief, lucid, and very valuable.

Enthusiasm of Staff

The enthusiasm of the ERIC staff helped generate participation.

Presentors were very dynamic, and enthusiastic.

Clearinghouse Services

The information presented about clearinghouses and the products and services they provide. Information about ERIC ONTAP.

Useful information concerning clearinghouses and assistance available.

I am also impressed with the amount of activity conducted at the clearinghouse. It is important that SOCs understand this.

Improved awareness of various clearinghouses and their functions.

Introduction to publications of ERIC and clearinghouses.

I felt that this workshop was extremely informative and helpful in making me more aware of ERIC resources.

Learning of help from ERIC - user training materials, guides, indexes, etc.

Names and addresses of resource persons.

Made me more aware of the clearinghouses' willingness to help with individual problems/requests.

APPENDIX V-2 (Continued)

Became aware of availability of reference material.

I felt it was very useful to visit the clearinghouses. I now understand what clearinghouses do.

Opportunities for Raising Questions

Time taken for all questions and exchange of ideas among participants.

Question and answer periods most helpful.

Helpful hosts - every question seemed to be answered - it not, there was an attempt to find an answer.

4. Workshop Organization

Participants Reimbursed for Workshop Related Expenses

Free.

Costs borne by ERIC-allows attendance by more people.

Good to get hotel, meals and mileage or could not have afforded to come.

Amazing that you sponsor such a good workshop at no charge to users - a terrific service.

Well Organized Workshop

Workshop - well planned, ran smoothly. Topics - relevant.

Glad name tags are big enough to read easily.

Good pace with lots of interaction.

Agenda nicely organized. Appreciated holding to agenda times.

Well organized, pre-conference materials were helpful.

Arrangement of topics of discussion was well done.

Very inclusive. Well done.

The presentors are to be commended for their planning, organization, and informal, candid style. All were most enjoyable to listen to as well as well informed. Definitely wise to use folks who actually practice using ERIC, rather than those who know about/administer it.

Good pacing and variations in the workshop activities.

Good flow and changing formats to keep from being dull.

Not boring. No repetition.

Program moved logically from topic to topic, well prepared presentation.

APPENDIX V-2 (Continued)

Convenient Time Arrangement

Timing of sessions made travel arrangements easier and broke up an otherwise long full-day session.

Concentration of time blocks to allow major coverage in brief total time span.

Good not to have meetings last all day!

5. Facilities

Accommodations and Food

Good food.

Excellent break refreshments.

Accommodations were good.

Facilities were good.

Convenient location.

Hotel facilities adequately prepared for comfort of participants.

Excellent facilities and amenities.

Accommodations were great - food good, rooms great. Liked it all in one building.

Comfortable room arrangement.

Accommodations, facilities, were great with the exception of the WWI plane used to get to your fair city.

Food, housing, and general instructions were handled in a very professional manner.

APPENDIX V-3

WORKSHOP EVALUATION COMMENTS ON WORKSHOP WEAKNESSES

The comments in this appendix are a sampling of the written comments on the workshop weaknesses from the Participant Evaluation of Workshop forms. The comments are grouped in categories representing different aspects of the workshop. Within each category, the comments are presented in sets according to the specific types of workshop weaknesses being discussed.

1. Agenda Topics

Management of Microfiche Collection

I think it would be helpful if ERIC representatives could come up with more concrete suggestions for managing and reporting on the collection - perhaps if results and guides filled out by participants are collated and distributed, this will provide some pertinent input along these lines.

More information on how others managed ERIC Microfiche -- who refiles?

Management of Computer and Manual Searching

To me, it would have been more helpful if we had been given specific information on technique of searching, especially for us who are not as familiar with all the tricks of the trade.

To much emphasis on management of physical resources. Maybe emphasize sample complex or obscure searches as examples.

Computer down.

Since more agencies and institutions are going to computer searching, more time needs to be devoted to this aspect.

Interview techniques for both manual and computer searches would have been useful.

Structuring a search from beginning to end using Thesaurus is needed.

It could have been a better idea to delve more deeply on the justification or cost/benefit analysis of computer versus manual searching.

APPENDIX V-3 (Continued)

Too little time on actual computer searching.

Would like to have done some sample searches.

More on-hands searching on-line.

Dividing the computer and manual searching talk in two and not giving participants the choice to attend the session of their choice or the choice to attend both.

Could have used more specific hints, tips, shortcuts, etc. to searching, if there are any, in manual search workshop.

Need to have more emphasis on manual searching. My library may never get computer capability.

Not enough on how to handle "search" strategies. Problems of synonyms and descriptors become management problems when librarians and users can't find conveniently what they are looking for.

Training and Orientation of Users

I thought too much time out of the "orientation of user" was spent on the transparencies. This presentation seemed more like a sales pitch than a program for improving student usage. Some were relevant, but others were boring.

The reporting on user training; lots of items but no good, methodological suggestions.

Need more ideas on practical and affordable training and orientation of users - both faculty and students.

Library Management Reporting

Data collection on use of materials seems expensive and unfeasible.

Scanty information on library management reporting -- except from workshop participants. Do the Clearinghouse representatives have any suggestions? Why not prepare sample forms or at least make recommendations for method of keying user statistics?

Your need for user statistics is understandable, but emphasis was out of proportion.

2. Quality of Information and Activities

Participant Interaction

APPENDIX V-3 (Continued)

Need more round table discussion groups.

Perhaps a little more interaction between workshop participants.

If the workshops were intended to provide information sharing between participants, they could have been more structured in that way with more emphasis on input from each participant about his/her own experience.

Becoming Acquainted With Fellow Librarians

Would have enjoyed meeting some of participants night before workshop.

Handout Materials

Bibliography of tools mentioned would have been helpful.

Would like to have had more handouts.

I wish there had been more examples of print training material.

Have posters (ERIC) available. Everyone is eager to advertise immediately.

Specific Topic Not Sufficiently Covered

Need more about identifiers.

Would have liked to have heard more on fiche readers and reader/printers.

Would like more practical comments such as comparison of Lockheed and BRS.

Need more discussion about indexing, methods, approaches, number of subject headings.

Copy of items other libraries brought.

Description of why certain tools would be helpful.

More information on acquisitions and selection.

Workshop Guide

Workshop Guide difficult to answer.

Workshop Guide took too much time and yielded information not really of interest to me.

Give a more specific idea of the type of statistics you are looking for.

Mapping and Paired Interviews

Mapping and paired interviews a waste of time.

Did not feel drawing "floor plans" of the ERIC collection by libraries to be of much value.

3. Presentations and Staff

Little Expertise on Entire ERIC System

At times the people leading the discussion did not have an overall knowledge of ERIC. Perhaps someone from Central Facilities would also attend to fill in this regard.

Staff knew much about their own clearinghouse but little of national trends, centralization, etc.

ERIC people should be more familiar with S.O. Customers needs through visits, etc.

All Participants Questions Not Answered

I had a list of 7-8 questions involving the ERIC system itself. No opportunity to do so.

No discussion of the following parts of the Workshop Guide.
  a. The most important ways ERIC can be improved.
  b. The most important questions we have about ERIC.

Not enough time to get specific help on particular queries.

Presentations Overly General or Basic

This entire workshop is geared to too low a level of familiarity with ERIC. It seems a waste to bring people together to discuss where they put their microfiche collections. I had hoped that the intellectual level would be on a higher plane. What really needs to be discussed is information flow/control in education as a discipline, and ERIC role in this.

Workshops imply that the participants take an active part in the activity. Ample room was allowed for idea exchange but practical or hypothetical problems worked out by participants would have been valuable.

APPENDIX V-3 (Continued)

Workshop seemed to be geared to beginner ERIC users. Old timers to the system seemingly could not get as much out of the workshop.

Very broad for time available. Could have had more depth.

I would like to have seen more "how to" information. In fact, I would like a workshop dealing with this subject only.

Sessions

I did feel that the afternoon session was about an hour too long. It would have been better to build the afternoon session around one specific topic such as data base searching -- its problems, users, publicity, etc. I felt that the afternoon session tried to cover too many topics.

Morning session a bit long until break. It's easier for groups to sit 1-1½ hours, break, reconvene.

Chairs! Though they certainly kept one awake.

Presentations Not General or Basic Enough

Much information to specific for our library's use.

People who work full-time with ERIC do not realize that ERIC is only part of most of our work.

You assumed we knew more than we did about services of ERIC. This was complimentary and much appreciated, but I know I came to learn from you and it would be OK for you to see yourselves in an instructional role.

Speakers

I enjoyed participant discussion but felt that discussion leaders had not done much preparation on their presentations.

Some of the participants from ERIC need to polish their speech delivery and organization.

Use of AV During Presentations

Video tape presentation was boring and uninformative.

AV aids could be more extensively used in the presentations.

Use of media could have been more effective in displays and explanations.

4. Workshop Organization

Unstructured and Disorganized Workshop

Sometimes a bit disorganized.

I would like to have seen a little more structure in the presentation of information. Often, the focus of an interesting and helpful discussion was dissolved by a question or comment on an unrelated topic by a workshop participant. (Not a leader)

Informality.

The only problem is that you didn't have your act together. Audio-Visuals should be pre-tried and ready to roll. With four leaders, things should flow smoothly from one topic to another and when one leader is leading, the other three should be quiet and not roaming about room having mini-conferences, etc.

Did not always keep to the point. Free wheeling.

Did not stick to the agenda and did not cover all topics.

Workshop Not Well Scheduled

Two half days for what is essentially a one-day workshop wastes money, time and energy (including gasoline!). Suggest an all-day on one day program next time.

Timing -- December is a bad month to have a conference because of the weather, holiday commitments and activities, and the extra load at many libraries at the end of school terms.

Presentation somewhat disjointed, but poor weather that resulted in many participants arriving late and wanting to leave early may have been the cause.

Not Enough Time

Not enough time; no time to read packets of information prior to discussion. Discussion time too rushed.

Not enough time for all topics to be pursued in-depth.

Not really enough time for some areas. (eg. user orientation, computer and manual searches)

Not enough time for the special interest groups in late afternoon.

Provide more time to view AV (even if after sessions).

Tried to cover too much in too short a time.

Different Types of Users Mixed Together

Difficult to aim all workshop topics at all types of libraries -- many libraries are much larger.

My needs and interests were so much in the minority -- most participants were college libraries.

ERIC SOC collections are in such different libraries with such different problems. It might have been better to bring together like groups (university libraries with ERIC collections, state agencies, etc.) if not geographically.

For special library -- some information is not as applicable as the college/university library.

Participants Need More Pre-Conference Information

Travel reimbursement information should have been mailed prior to workshop. Participants would have known to keep necessary receipts.

Greater emphasis could be given to encouraging participants to bring materials in use in their library.

More detailed information about workshops should go to SOC before workshop to assure appropriate person attends and participants have needed resources/materials.

Directions to Center not very explicit.

Participants Wanted Copy of Workshop Guide Before the Conference

Workshop Guide answers would have been more precise if questions (re: use) had been given out in advance of the workshop.

Ask last year's participants to share whatever statistics they might have.

Workshop Guides should have been forwarded ahead for completion.

Wanted More/Different People to Come

Possibly a few (or several) other folks such as administrators, other faculty, etc., other than library and/or information specialist people could be invited to the next workshop.

I would like to see more people attend the workshop in order to share ideas.

Users With Varied Levels of Knowledge Mixed Together

Serving a wide audience. Some of us could do with very basic information. Possibly could divide the group into beginner and advanced and give some basic instructions to new users and advanced sessions for older users.

Different levels of expertise of participants from novice to expert rendered some parts uninteresting or incomprehensible to some.

Too Long

Good but could have been done in a shorter time.

5. Facilities

Food

Carcinogenic refreshments. (Why not cheese and crackers, carrot sticks, etc.?)

Hotel food is terrible here.

Meeting Facilities

As usual with a group this size, smokers were a problem for non-smokers. The room could have relieved this problem -- so do consider it in selecting facilities.

Speakers should have stood to be heard better or they should have used microphones.

Three sessions in one room at one time.

Too Crowded

Needed a larger facility -- felt like a sardine in a too small can.

I presume that organizers of workshop did not anticipate the numbers of interested individuals who would register, for the meeting room was limited in size.

Too many people in groups or tours.

APPENDIX V-3 (Continued)

Room Accommodations

Location isolated from civilization.

Accommodations: Poor. Hotel Staff: Arrogant. Hotel filled with kids.

Wish were physically closer to the airport.

Room Too Hot/Too Cold

The workshop area had many little distractions, very hot or cold.

APPENDIX V-4

GENERAL COMMENTS FROM WORKSHOP EVALUATION

The comments in this appendix are a sampling of written general comments from the participant Evaluation of Workshop forms. They are presented in categories designating the general thrust of the comments.

1. Generally Good Workshop

This type of workshop is of prime importance to those who serve the Teacher - Education public.

Very beneficial.

Thank you one and all for your care and concern about educational resources.

The idea of a user workshop for the region was great! - long overdue. The staff's enthusiasm was refreshing.

Total program for this workshop was good - to-excellent in overall quality.

Workshop was good - and much needed. Librarians should appreciate these efforts on the part of ERIC.

2. Generally Informative and Worthwhile Workshop

Excellent workshop, very well planned and informative.

A very good session. It was most informative and helpful. It will result in better service in helping our clientele in using ERIC.

The workshop is obviously of use to anyone managing an ERIC collection.

Having attended numerous workshops and conferences sponsored by libraries and disseminators of one type or another, I was prepared to be completely bored. However, I found this workshop to be most useful and interesting.

Good workshop; it is really good to know what others are doing ... both to shame us and sometimes make us feel good. Also to give new ideas seeing forms from other institutions is good.

As an introduction to the proper use of ERIC, I feel it was excellent.

I always leave ERIC workshops wondering how I could have thought I knew everything yesterday ... this was no exception.

Excellent, a little hesitant and disorganized in presentations but info came across.

We needed these valuable tools. In our isolated area we do not have access to professional training from ERIC and we do not utilize the full potential of ERIC. We especially appreciated the enthusiasm generated by your entire staff ... though they were knowledgeable to the nth degree they were not pompous.

Well worth my time, while our interests and duties varied tremendously there was no elementary (or naive) questions that wasted our time.

3. Positive Comments

Really like ERIC update info.

Our delegation attending this workshop has tentatively agreed to hold a workshop for all faculty at the beginning of the schoolyear.

Appreciated having the chance to communicate concerns to ERIC with hope of something resulting from this.

Good physical setting - small tables are good. Excellent munchies and lunch!

I came with a question on how to justify ERIC because of the low useage. I am sure I can defend ourselves with good reasons.

Congratulations on a workshop that followed the proposed time-table!

Casual format very helpful in getting participant input.

Very good job - the message that ERIC is there to serve and make the necessary adjustments, etc. came through loud and clear.

4. Negative Comments

Most information was given in response to questions. Apparently I should have known much more about ERIC before coming. Frankly I've never attended a more uninformative workshop.

ERIC video tape was to sterile and too brief.

Room was too cold for comfort. Noise from kitchen also was bothersome - though probably unavoidable.

I was prepared to receive a more high-powered presentation. Maybe I'm hyper, but most of the time seemed to go toward not saying anything substantial or specific. But, too, I needed an introductory workshop.

5. Appreciated Sharing Ideas With Other ERIC Users

I appreciate meeting other ERIC users and sharing ideas and problems. It broadens my perspective. I did not realize how much help the various clearinghouses were willing to give the SOCs, and I did not know that I could visit a clearinghouse anytime.

The discussions and comments by workshop participants also useful.

Feel some ideas in brainstorming session very relevant and hope to see them implemented. Some of these would increase usage of ERIC and also improve the way some patrons regard the entire ERIC system (which is not entirely positive!).

6. Appreciate ERIC Paying Expenses

I appreciate the opportunity to attend a workshop with this format and providing financial reimbursements since libraries have limited travel budgets.

7. In Praise of ERIC

Improving ERIC was stressed. I would like to say that ERIC as it is today affords remarkable control of the material involved. I wish we had comparable tools in other disciplines.

APPENDIX V-5

WORKSHOP EVALUATION COMMENTS
CONTAINING RECOMMENDATIONS FOR FUTURE WORKSHOPS

The comments in this appendix are a sampling of the written general comments from the Participant Evaluation of Workshop forms which contained recommendations for future workshops. They are grouped into categories of workshop aspects, as the Workshop Strengths and Workshop Weaknesses comments are.

1. Agenda Topics

Recommendations for Computor and Manual Searching Session

Find a way at workshops to provide actual practice time on computer terminals. Or at second best, give problems with time for participants to work out alternative search strategies followed by a discussion period.

There may be procedural methods in searching ERIC manually that I'm missing. I'd have liked a run-thru of a subject using all tools as a demonstration.

I would really have liked to have been given more information relevant to the actual searching of the ERIC data base and resources; i.e., techniques, shortcuts, et al. to search with more efficiency, effectiveness, and greater hit percentage.

Conduct Workshops on Searching

Those of us who do computer searching feel we need a workshop on computer search strategies. Could ERIC get together with one of the data base vendors, such as Lockheed, and give us a workshop which would include at least several hours of hands-on experience at a terminal plus lecture/discussion on sophisticated search strategy?

How about updating sessions, 1/2 day each, about every six months, on search techniques.

Hold Workshops for Potential User Groups

If it would be possible to devise a strategy to ERICize administrators and faculty and get them as converts, it would be great. The librarians are generally knowledgeable but, unfortunately, not to able to act as change agents. (This may be just a reaction to the number of administration and faculty I find who have no knowledge of ERIC).

Have an hour session (even 1 1/2 hours) on actual training (training or trainers) with materials etc. whereby the libraries can then return to their location and be able to implement this training or develop one by adapted from it.

2. Quality of Information and Activities

Recommendations for Specific Parts of Workshop

Have a pencil sharpener nearby so the pencils can be re-sharpened.

Would be useful if had available sample justifications for equipment purchase and for computer services; also guidelines for storage equipment - something that can be handed to administration with statement that "ERIC recommends ...".

Would have liked more info on application of ERIC to peripheral or non-educational fields such as linguistics.

A little more discussion following the brainstorming session would help in the summing up/winding down.

Conduct In-Depth Workshops on Specific Topics

Users in this area should have access to more in-depth workshops on the various topic areas.

Continued workshops in content areas, including trends in publishing, etc.

Provide More Handouts

ERIC produced "how it works" information seems to me too involved for most users. Keep it simple and the user in mind.

We could use more samples of materials promoting user interest - perhaps from workshop participants, with emphasis on effective self-instruction.

Divide Workshop Into Groups

Maybe you could have geared the workshop to people without on-line searching and those who do it. (Two different sessions).

Everything was too low-keyed. Collect more information and statistics before workshop, and divide groups accordingly. I personally wanted (needed) experience in on-line searching techniques.

Break group into smaller segments as much as possible to facilitate better discussion, e.g., microfiche discussion session.

APPENDIX V-5 (Continued)

More Agenda Time for Meeting With Other Participants

Would have liked a time on the agenda to meet with persons from similar institutions.

Lend Full Addresses of All Participants

A handout on the backgrounds and affiliations of the ERIC people present.

A list of participants, names and addresses, would be helpful. There are some I might contact later and a directory would save having to get it all written down.

3. Staff and Presentations

Describe Subjects and Services of All ERIC Clearinghouses

I would like to know more about the inner workings of the network, decision makers, rationale for IA product subjects, relationship to other education networks, (especially other federal government education products), details on clearinghouse activities, priorities, etc.

Perhaps personnel from central faculty should also come out and talk "and listen" to standing order customers.

Want to Hear More From Clearinghouses

We would be happy to receive any type of regular telephone alerting, updating, or trouble-shooting assistance that the clearinghouse might develop since we are heavy users of ERIC.

This was a good show. Would like to have heard from folks involved with charges in vocabulary.

4. Workshop Organization

Send More Pre-Conference Materials

More advance notice on specifics of the workshop would have been useful.

Send out "Workshop Guide" ahead of time so that required data can be acquired. Ask participants to bring copies or samples of materials.

APPENDIX V-5 (Continued)

Be More Specific About Level of Workshop and be Prepared For Both Beginners and Advanced

Be more specific about level of meeting - have more things for both beginners and advanced programmers - possibly separate workshops.

Beginners inexperienced with the ERIC system should be given more basic material - they may be fearful of asking questions that others may think are very elementary.

I would like to see a workshop for new people for orientation into the ERIC system.

Need More Time

Should be longer session, even without planned delays, would have been rushed.

Expand time frame to two full days.

Conduct SOC Workshops More Frequently

Workshop is a very good idea - hope it will be annual, now, if not more often.

This type of workshop should be conducted more often. Both basic and technical questions were generated and answered at this meeting. More professionals from my institution should have attended to gain more information and pass on more accurate information.

Overall, I feel that the workshop was very relevant, informative, and beneficial to all participants. I also feel that they should be conducted on a more frequent basis - rather than four years from now.

That such workshops be held in conjunction with state library association meetings.

Need more frequent workshops or current awareness services.

Keep doing this type of workshop and the superb work that the ERIC organization is doing.

These given every few years are valuable as those of us who have worked with ERIC for years can still miss things. Also, we meet others and can swap problems and get new ideas.

More frequent briefings sponsored by ERIC - library personnel changes in institutions and ERIC system changes occur too frequently to wait 3 - 4 years.

Have workshops more often. Have a resource person available (preferably free or for a fee) to do training at state conventions, etc.

APPENDIX V-5 (Continued)

5. Workshop Facilities

Plan Facilities Better

Perhaps try a new location (city) for next workshop.

Also luncheon tables grouped by kind of library would be helpful next time. (And tables would be easier to manage than chairs).

Recommend that the ERIC personnel not sit at the head or end of the rectangle of the tables, but rather in the center of one of the sides. Often there were discussions at their end of the room that could not be heard at the other end.